Career Journeys of Initial Teacher Education Graduates

by

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Declaration of Originality

This thesis contains no material which has been accepted for a degree or diploma by the University or any other institution, except by way of background information and duly acknowledged in the thesis, and to the best of my knowledge and belief it contains no material previously published or written by another person except where due acknowledgement is made in the text or the thesis, nor does the thesis contain any material that infringes copyright.

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Statement of Ethical Conduct

The research associated with this thesis abides by the international and Australian codes on human and animal experimentation, the guidelines by the Australian Government's Office of the Gene Technology Regulator, and the rulings of the Safety, Ethics and Institutional Biosafety Committees of the University.

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Abstract

There is an expectation that Initial Teacher Education (ITE) graduates will become teachers in Kindergarten to Year 12 (K-12) schools and remain teaching in these compulsory years of schooling for a long period of time. This, however, is not always the case. Research shows that beginning teachers leave teaching in years K-12 early in their careers due to factors such as poor work conditions, and a lack of job security. Teacher attrition research, therefore, is focused on finding ways to improve conditions to retain teachers in the K-12 school environment. Largely absent from the teacher attrition literature, however, is what career outcomes ITE graduates undertake if they do not remain teaching in K-12 schools. From another perspective, career development theories indicate that careers develop over time and that changes occur more frequently in the modern career than in the traditional career. These two literature bases, and their conflicting ideas, raised the important question of *What Factors Influence Initial Teacher Education Graduates' Career Choices?*

The aim of this study was to gain an understanding of the ITE graduates' career journeys from compulsory education schooling onwards. This research is significant because it explores ITE graduates' career pathways whether or not they remain teaching in K-12 schools. In addition, it considers teachers' careers from a career development perspective.

Grounded theory was used to explore the career pathways of the ITE graduates because there was limited research in this field of study. Grounded theory provided a robust framework with a flexible methodological process. A mixed methods approach allowed for qualitative and quantitative data to be generated to capture the voice of the ITE graduates through different sources of evidence. The quantitative data were generated through three surveys to provide a broad view of the ITE graduates' career choices. The main survey instrument, the "Initial Teacher Education Graduate Survey," was designed specifically for

the study and completed by 88 ITE graduates. For triangulation purposes, relevant additional quantitative data were incorporated from "Graduate Destination Surveys" and "Beyond Graduation Surveys" conducted by Graduate Careers Australia between the years 2010 and 2015 inclusively. The qualitative data were generated through 25 semi-structured interviews and provided a more detailed view of the graduates' career intentions and achievements. In keeping with grounded theory, purposeful sampling, combined with snowball sampling, was used to select the participants. The sample population were ITE graduates from the University of Tasmania. The participants included teachers in K-12 schools and ITE graduates in other occupations, some of whom were retired.

The results showed ITE graduates' career pathways were multi-directional, dynamic, fluid, and varied both before and after entering the teaching profession. Whether they were teaching in K-12 schools or in alternative employment, the participants noted that they were satisfied with their career outcomes although not necessarily as planned. The study revealed that alternative career choices that took the ITE graduates away from classroom practice utilised the valuable skills and knowledge developed while studying ITE courses. The majority of those not teaching in K-12 schools were employed in teaching roles in other learning environments and/or in education-related occupations. The factors that influenced the ITE graduates' career choices were of a personal, social, and/or structural nature.

The notions of the *Individual Career Environment* and the *Reflexive Career Cycle* were conceptualised from the results. The *Individual Career Environment* contains three elements of personal, social, and structural factors that affected the individual's career decision-making. Constant changes among the factors in the *Individual Career Environment* create a cycle of change, self-awareness, a zone of disequilibrium and reflexivity, and a decision-making. These components form the *Reflexive Career Cycle* through which the *Individual Career Environment* is re-structured and the ITE graduates' careers evolve.

Understanding that career choices are impacted at an individual level, and are cyclical and often in flux, highlights the need for ITE course providers to continue to prepare future graduates for teaching in K-12 schools. For better informed practices, it is also beneficial for ITE providers to be aware of the types of alternative occupations ITE graduates obtain. The outcomes of this study also have flow-on implications for how the teaching profession approaches teacher retention.

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It is an honour and pleasure to finally be able thank all the people who made this thesis possible. First and foremost, I would like to acknowledge and sincerely thank all the ITE graduates who willingly participated in this study. Research is not possible without the assistance and input of such people.

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I am also appreciative of the encouragement, support and guidance provided by Associate Professor Rosemary Callingham on how to best use and interpret the Rasch model (Bond & Fox, 2007). This advice assisted to add strength to my argument for reliability and construct validity of my survey instruments and more. I also thank Dr Sue Stack for her artistic assistance with the compilation of the diagram for the Complexity Career Circle. A creative and fortuitous opportunity for simplifying all the thoughts swimming in my head. Dr Barbara Kameniar, thank you for the time and advice that you provided me to help tidy up the final loose ends.

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Finally, I would like to thank the rest of my family: My mother for sharing her love of learning; my father for letting me be myself; my siblings for their encouragement; my husband for being so proud of my academic achievements; and my children for their support throughout all my university studies, and for never doubting that study at any age is acceptable.

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List of Abbreviations

AEU .....Australian Education Union

AST..... Advanced Skills Teacher

BeyondGradSurvey.....Beyond Graduation Survey

EAL .....English as an additional language

GradDestSurvey .....Graduation Destination Survey

ITE .....Initial Teacher Education

K-12 Schools ..... Kindergarten to Year 12

Non-Teacher/s .....Participant/s not teaching in a K-12 school at the time of the study

NYC1 – 3 .....New York City Surveys 1-3

PRT .....Permanent Replacement Teacher

QCT ..... Queensland College of Teachers

TasTAFE ..... Tasmanian Technical and Further Education institution

Teacher/s ..... Participant/s teaching in K-12 school at the time of the study

ITE_GradSurvey.....Initial Teacher Education Graduate Survey

TRB.....Teachers Registration Board of Tasmania

UTAS ..... University of Tasmania (in reference to survey)

VET..... Vocational Education and Training

List of Surveys with Abbreviations

Australian Education Union Survey ..... AEU

Australian Primary Principals Association ..... APPA

Beyond Graduation Survey .....BeyondGradSurvey

Graduation Destination Survey.....GradDestSurvey

Initial Teacher Education Graduate Survey.....ITE_GradSurvey

New York City Surveys 1-3.....NYC1-3

Queensland College of Teachers Survey ..... QTC

University of Tasmania Survey .....UTAS

Definitions for this Thesis

Term	Definition
Career	A combination of education gained; work experiences, including volunteer and paid work; and other life experiences. (e.g., one person's career can include: apprenticeship, cabinet maker, policeman, ITE, teacher, and VET committee member).
Diverse career	Diversity of roles and a variety of experiences within a position
Dynamic career	Characterised by constant change, activity, or progress
Fluid career	Not rigid or set
Initial Teacher Education courses	Courses designed to prepare graduates for teaching in K-12 school classroom situations. This includes Early Childhood and Vocational Education teacher courses, but does not include post-graduate certificates, or higher degrees in research.
Job/Position	A position held within an occupation (e.g., Year 6 teacher, banker)
K-12 schools	Schools or institutions that teach students from Kindergarten to Year 12. This includes Primary schools (K-6), Secondary schools (Years 7-10), Senior secondary schools (Years 7-12), and Senior Secondary Colleges (Year 11-12)
Occupation	One field of work within a career (e.g., Teacher)
Multi-directional career	Careers that take several different pathways that may include sideway movements
Non-Teacher participant	Not currently employed as a teacher in K-12 schools at the time the study was conducted
Teacher participant	Employed as a teacher, or perceived to be a teacher, in K-12 schools at the time of the study
Teacher retention	Retaining ITE graduates as teachers in K-12 schools. In the interviews, this does not include senior positions when the graduate was not teaching in classroom setting. The ITE_GradSurvey Teacher questions were completed by some participants who still considered themselves as K-12 school teachers even though they indicated that they had senior roles at the school. It was not clear what proportion of classroom teaching, if any, was included in these senior roles, therefore, these participants have been included as Teachers—as perceived by the participant.

Preface

Careers were rarely discussed when I went to school, apart from the "when I grow up I want to be …" discussions held in early years of primary school. I do not remember ever wanting to follow any particular career pathway. In Year 10, my closest friend decided she wanted to become a teacher. She tried to encourage another friend and me to continue to Year 11 and 12 with her so we could all go to teachers' college together. This sounded like a good plan and, since I didn't have any other plans of my own, I agreed. She then suggested that we find summer jobs so that we would have money to spend while we studied. It was only then that I began to think about what job I would like to do over the summer.

Photography was my favourite subject at school, so I applied to several photographic businesses in the local Central Business District. To my surprise, I obtained an interview and subsequently was offered employment on the condition that this was not "just summer holiday job." I must have lied with confidence back then because I started the job the following week. I was the only one out of my friendship group who obtained summer work. By the end of the school holidays I had decided that I loved working there and that $25 a week was much better than going back to school. Within three years, I was the manager of the photography darkroom and the sales office, and I supervised one junior staff member. Unfortunately, the introduction of colour photo-printing machines affected small professional

photographers such as the one at which I was employed. As a consequence, the junior staff member and I were both retrenched within six months of each other. By that time, my school friend was studying her Initial Teacher Education (ITE) course. Although I had attended educational courses at an interest only level during the three years I was employed in the photography industry, I had not considered furthering my formal education or attending university.

In the mid-1970s, jobs were scarce; so, after three months of no interviews, my mother encouraged me to join the Royal Australian Air Force (RAAF). Incentives such as free uniforms; free medical and dental services; cheap accommodation with meals provided; travel; and excellent pay made the prospect of joining appealing. I applied for a clerical position but during my interview I was offered an equipment accounts clerk position. This position was of higher status and provided a higher income. Although I enjoyed the accounting side of the job, there were aspects of the air force I had not enjoyed. I decided not to sign on again after my initial 3-year term finished. I was 21 years of age and once again unemployed.

Jobs were still not easy to obtain but I had saved money and the air force had a resettlement scheme where they would pay $1,000 towards a business to encourage those leaving to become self-employed. I found a cheap coffee shop for sale and decided to purchase it. The past owner gave me a week or two of on-the-job training to get me started in the industry. As it eventuated, I did not obtain the $1,000 from the RAAF. They could probably tell I would need to close the shop within six months; and that I did. By now my school friend had finished her ITE course, however, because there were no teaching jobs available, she was employed as a bank teller. I still had no intention of commencing further formal studies and was glad I had not studied ITE with my friend.

The week after I closed the coffee shop doors I obtained an accounts payable clerk position with a forklift company. I loved accounting so much I decided to study the Diploma in Accounting at the Technical and Further Education (TAFE) centre. Being over 21, I was not required to complete Year 11 and 12 studies. After one year of studying accounting, I moved interstate to be with my partner. The Diploma of Accounting was not available at this state's TAFE. I therefore had to choose between completing it at a certificate level or upgrading to a university degree. I chose the certificate level, for financial reasons, and became a full-time student. My school friend was by this time married with children and was employed casually teaching part-time at a K-12 school.

After the completion of my accounting certificate, I was employed as an accounts clerk in a large chocolate factory. I worked there for three years before resigning to become a mother at the age of 31 years. Four years and three babies later, I became interested in reflexology and studied a course to become a professional reflexologist. Once qualified and registered, I started a part-time business, in which I still practise. I found it difficult to promote myself and so the business remained small, but I continue to work with regular clients even now. As a beginning reflexologist, I also obtained a job with the local Adult Education Department teaching reflexology each term for 10 years. I found I loved the teaching as much as practical experiences of reflexology. I enjoyed watching people achieving results as they increased their confidence in performing reflexology on their classmates. Paradoxically, my husband was a primary school teacher, as were three of his five siblings. This meant family gatherings consisted mainly of school teacher talk. Immersed in this culture and my success as a teacher of reflexology stimulated me to enrol at university to study ITE. I had done a full circle in my career choices.

At university, I opted to do an undergraduate degree followed by a two-year ITE course so that I could study close to home. When enrolling in my first degree, I found it hard to decide what courses and units to undertake because none of them were of real interest to me. I could not image studying English for two years or Social Sciences for three years. After one year, and one terrific lecturer, I began to really enjoy social ecology and psychology. I was hooked! In the following five years I found I was really drawn to the research method units included in both these fields; so much so, that I nearly enrolled into Social Ecology honours rather than ITE. My husband encouraged me to continue with teaching because that had been my long-term goal. I also opted not to do the combined ITE and honours degree because my children were still young, and I wanted to focus on the teaching aspects of the course.

My personal attitudes and beliefs regarding becoming a teacher changed while I was studying my ITE degree. I remember on my final professional experience, I questioned whether the correct career path for me was teaching in K-12 schools, even though I still really enjoyed teaching. I graduated from my ITE course when I was 48 years of age. By this time, I had lost close contact with my childhood friend; however, I did hear that she had obtained teacher employment and was enjoying it.

Before I started my ITE degree there were reports of a predicted shortage of teachers. By the time I completed my ITE degree, there was a very limited number of jobs available and several of the smaller K-12 schools around the state were being closed. Like my ITE colleagues, I faced the challenge of obtaining one of the limited teaching positions that became available over the following years. This created a state of disequilibrium in my career. I only wanted part-time K-12 teacher work but, like other ITE graduates, I was lucky if I obtained any relief teaching opportunities. As a result, I accepted an after-school and holiday childcare position at one of the schools

at which I had worked as a relief teacher. The factors that influenced this career choice was the stability of the position and the financial benefits. This decision compromised my career outcomes because the hours worked at the childcare service made it more difficult for me to obtain K-12 teaching positions. After a year, I obtained a casual research assistant position in the Faculty of Education. This allowed me to continue with the after-school care but further limited the time available for relief and part-time K-12 teaching.

It is through these experiences that my passion for research strengthened and I became interested in the challenges beginning teachers face, and in the different career journeys ITE graduates undertake. These interests stimulated me to give up the child-care work and return to university to study teacher education at an honours level. This led to me obtaining another research assistant position, which developed into a student learning advisory role. I was able to use my teacher skills and research skills in this position. I had two part-time long-term contracts; one for two days employed as a research assistant and one for two days as a student learning advisor. I was no longer seeking K-12 teacher employment. After 2 years in these roles, and about the time the contracts were ending, I decided to apply for a scholarship for PhD candidature and return to full-time study again in the year I was to turn 56 years of age.

The topic of my candidature came from the constant reports about the shortage of teachers and yet all I could see were graduates struggling to become established in the teaching profession. This problem was echoed in my Honours, e.g., L. Kidd (2010), which focused on beginning teachers and their mathematical teacher efficacy. One of the aspects the data from that study showed, was that some of the Tasmanian ITE graduates had difficulties in obtaining permanent teacher positions (L. Kidd, 2010, 2013). If they did not obtain permanent employment as a teacher, then these

graduates would need to make choices similar to mine about which pathway their careers would take: to continue to work in teaching profession casually, to persevere until a suitable permanent teacher position became available, or to find an alternative occupation. I kept wondering, “What are they doing now?”

Chapter 1

Introduction

Careers

Like many other aspects of life, occupations and careers have changed over the centuries. The term career "was traditionally associated with paid employment and referred to a single occupation or job" (Department of Education and Training Victoria, 2017). Careers are now understood to be more "multidirectional, dynamic and fluid" (Baruch, 2004, p. 59), especially in consideration of available pathways and measures of success. Arthur, Hall, and Lawrence (1989) define a career as "*the evolving sequence of a person's work experiences over time*" (p. 8, emphasis in original). Their definition of career includes the interaction between the individual and society, and the relationship between people and providers of employment. This means "everyone who works has a career" (Arthur et al., 1989, p. 9).

This change in how careers are defined is evident in the different employment expectations among the generations, especially between the Baby Boomers[1] and subsequent generations (e.g., Ng, Schweitzer, & Lyons, 2010). The Baby Boomers

[1] It is generally accepted that the Baby Boomer generation are those people born between 1946 and 1964; Generation X are born between 1965 and 1979; and the Millennials between 1980 and 2000, which includes Gen Y between1980 to 1995, and Gen Z between1995 and 2010.

usually followed what is called a traditional career path, with one occupation and one employer across a work-life span, whereas the trend for Millennials and more recent generations is to change occupations and employers more frequently (Beck, 1992; McCrindle, 2013, July 30).

In the latter part of the second decade of the 21st century, it is accepted that careers will evolve with experiences gained from career development, the work environment, education, and other general life experiences whether they be on a voluntary or a paid basis (Department of Education and Training, Victoria, 2017). In fact, it has been noted that career development is no longer only for the benefit of the present organization, but also for building personal skills for future employment elsewhere (McDonald & Hite, 2008). Although there have been changes in how careers are defined and experienced more generally, it remains the case that Initial Teacher Education (ITE) graduates will enter the profession for which they were prepared (Tolich, 2012) and that teaching is a life-time occupation (Roberts, 2012).

Teacher Retention and Attrition

The underpinning goal of ITE courses is to prepare graduates to become K-12 teachers and yet research on teacher retention and attrition shows that teaching in K-12 schools is not necessarily the destination of every ITE graduate. For example, Smithers and Robinson's (2001) United Kingdom study reported that 12% of commencing ITE students do not complete their ITE course, 30% of those who graduated do not enter the teaching profession, and a further 18% of graduates leave teaching early in their careers. Later studies in Australia show slightly higher trends of teachers leaving early in their careers, with rates varying from 25% (House of Representatives Standing Committee on Education and Vocational Training, 2007) to

40% (Ewing & Smith, 2003). Within the context of high attrition rates, beginning teachers are often reported as being uncertain about their career plans and envisage teaching as a short-term career option (Harris, 2006). This is confirmed by the report from the Australian Primary Principals Association (APPA) (2007), which states that 24% of beginning teachers intend to leave the profession within the next five years. In Tasmania, beginning teachers' intention to leave has been reported by the Australian Education Union (AEU) (2006) as 18% within 5 years, a further 17% between 5-10 years, with 65% intending to remain longer than 10 years.

The AEU (2009) indicates that 50% of 1,545 beginning teacher survey participants did not intend to teach in government schools for longer than 10 years. Although some of these beginning teachers intended to move to schools in the private sector (26%) or to non-teacher positions in the education system (17%), the majority considered positions in alternative industries. Nearly half of the survey participants in this AEU study had changed occupations to enter teaching, of whom 49% did not believe they would still be teaching in government schools in 10 years' time. In contrast, a smaller study conducted in a southern state of the United States of America (Hughes, 2012) reported that 84% of their 789 participants intended to teach until they retired. Of those who were planning to leave, 42% mentioned advancement within education making a total of 90% of participants continuing in education "either in the classroom or in another capacity" (Hughes, 2012, p. 252).

In the previous decade, there were reports of a world-wide shortage of teachers, with predications of this growing over time (Ingvarson & Semple, 2006; Painter, Haladyna, & Hurwitz, 2007; Skilbeck & Connell, 2003). An exhaustive search of more recent research has failed to reveal the current attrition rates for Australia. The Queensland College of Teachers (2013) have, however, conducted a

study of ITE graduates from 2005 to 2012 who were no longer registered as teachers in Queensland. The report stated that 26% of the 386 participants had not gained any teacher employment. However, of the participants who did not gain any teacher employment, only 48% (48 participants) stated that they had actively sought teaching positions. This report did not examine what occupations they obtained or why the 48 graduates did not seek employment in the teaching profession.

Teacher attrition is not clearly defined in the majority of articles related to the topic (Mason & Matas, 2015); however, the majority pose teacher attrition as a problem that requires solutions. Mason and Matas conducted a thematic content analysis of 20 Australian research articles regarding teacher attrition and identified several definitions and measures of teacher attrition within these research articles. These definitions included a teacher's departure from; the teaching profession, a certain location, and a particular discipline; as well as their departure from the profession for a particular period of time. Mason and Matas also stated that the articles used a range of measures "to determine attrition or retention over different periods of time" (2015, p. 60).

Without the ability to track teachers' movements, and a clear definition, teacher attrition could include those who move to different schools, states, or overseas but remain as school teachers. A large study (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2007) conducted in New York City on beginning teachers ascertained that approximately half of them left the school in which they began their teaching career. The majority of those who left, were initially employed in lower performing schools, with 17% transferring to different schools within the New York City, and 6% within the New York state. A further 28% left the New York state school system, which was reported as leaving the teaching profession, and were therefore included in the teacher

attrition rates of that study. Different definitions and measures are also evident in other research articles reviewed in this thesis. Not having a clear definition of teacher attrition makes the reliable comparison of the results difficult. The lack of a definition of what constitues teacher attrition raises the problem of whether other career pathways, such as further education and career advancement, should be considered as part of a teaching career; and whether leaving teaching in a K-12 school should be the sole criterion for atttrition.

Further education is often considered as a career option by graduates of other disciplines. For example, a study of 28 university mathematics graduates found that only 13 of them were intending to gain full time employment, with 15 planning to continue with further education, which included full-time courses (Piotrowski & Hemasinha, 2012). Their study did not state what careers the mathematics graduates were aiming for, or if they were related to the degree that they studied. It is not clear if ITE graduates have similar plans to further their education; however, the fact that more than half the mathematics graduates were intending to continue with further studies indicates that further education may be a career option that ITE graduates undertake. It is therefore important to determine if teachers are returning to, and ITE graduates are continuing with, further education, and, if so, this should be considered as career advancement rather than teacher attrition.

It is important to recognise teaching as a career with opportunities for advancement. This may include positions in the educational field outside of the classroom setting or K-12 schools. Teaching careers may include leadership roles and other career advancement positions within the education system (Cochran-Smith, 2004). By not establishing what occupations teachers obtain when they leave the K-12 schools, assumptions are made that they are no longer teaching or employed in

educationally related positions. More recent websites of several ITE providers include alternative career choices other than K-12 school teaching for their graduates. For example, the Graduate Careers Australia brochure (Smith, 2011) for K-12 school teaching includes occupations related to ecotourism and corporate training. This implies that there is an awareness within these establishments that not all ITE graduates will enter the K-12 teaching profession.

Without a clear definition of what is meant by "attrition" it is hard to interpret attrition rates. Nevertheless, it is apparent that the career paths of ITE graduates are varied and in order to understand the profession more generally it is worth examining what career journeys ITE graduates undertake throughout their lives, and what factors influence their career choices.

Aims and Research Questions

The main aim of this study was to explore the career journeys of ITE graduates and the factors that influenced their career choices. This involved establishing what employment the ITE graduates gained, both upon graduation and further into their careers. A secondary focus was to determine if latter occupations were a) related to their teaching qualifications, b) to advance their teaching career, and/or c) for alternative purposes or reasons. Knowing the career pathways of ITE graduates would also determine whether the ITE courses benefit and support graduates in their alternative careers, and if the skills gained whilst studying and teaching were transferable. The research question that underpins this study is *What factors influence initial teacher education graduates' career choices?* This research question was explored through three smaller questions:

1. What career journeys do ITE graduates undertake?
2. In what ways do ITE qualifications support graduates to obtain employment in other occupations?
3. What teaching elements, if any, are evident in these alternative career journeys?
4. What factors influence ITE graduates' decision to enrol in ITE courses?
5. Once graduated, what factors influence ITE graduates' decisions to remain or leave teaching in K-12 schools?

Purpose

The purpose of this study was to explore the career choices and decision-making factors of Tasmanian ITE graduates. Previous studies into the attrition and retention of beginning teachers have focused mainly on graduates who enter the teaching profession and the problems they face. The objective of those studies has been to reduce teacher attrition, in particular of beginning teachers (e.g., Kutcy & Schulz, 2006; Queensland College of Teachers, 2013). Although Dinham, Ingvarson, and Kleinhenz (2008, p. 17) argue that "it is important to know who chooses not to teach and why," the exploration of the career choices made by ITE graduates who do not enter the teaching profession, and of those who leave early in their teaching career, is largely absent in the literature. This current study focuses more on the whole career journey: before and after ITE studies, including their K-12 teaching experiences and other occupations they may obtain. This study explores the whole career to obtain a broader understanding of the different career paths of ITE graduates to establish if teacher attrition is a problem that requires a solution or whether it is part of the process of an individual's career journey.

Context of Study

Due to the small population of Tasmania's capital city, all of Tasmania is classified as "regional" by the Australian Bureau of Statistics (ABS) (2011a). A remoteness structure map indicating the different levels of remoteness in Tasmania, as categorised by the ABS (2011a), is presented in Appendix A. The Tasmanian education system consists of three sectors; government, Catholic and independent schools. Each sector provides education for students from Kindergarten to senior secondary. In Tasmania, early childhood education focuses on education from birth to 6 years of age; primary education includes Kindergarten (K) (age 5), Preparatory (Prep) (age 6), and Year levels 1 to 6 (ages 7-12); Secondary education from Year levels 7 to 10 (ages 13 to 16); and senior secondary education is Year levels 11 and 12 (ages 17 and 18). It should be noted that some primary schools include early childhood years, some secondary schools offer senior secondary level years, and some schools combine both primary and secondary schools. The number of schools in Tasmania decreased from 279 schools in 2005 to 274 schools in 2009 (ABS, 2011c), (partly due to a decrease in population) but has since increased again to 283 schools in 2018 (Australian Schools Directory, 2018). The number of school for each sector and level were unavailable for 2018, therefore, 2009 figures are presented in Table 1.1 as a guide.

Table 1.1

The Number of Schools in Tasmania by Sector and Levels for 2009

	Government		Catholic		Independent		Total	
	n	%	*n*	%	*n*	%	*n*	%
Primary	139	83%	24	14%	5	3%	168	100%
Secondary	37	84%	5	11%	2	5%	44	100%
Combined	26	46%	8	14%	22	40%	56	100%
Special	5	83%	–	-	1	17%	6	100%
Total	207	76%	37	13%	30	11%	274	100%

Source: Adapted from Australian Bureau of Statistics (2011c), Catalogue Number 4221.0, Table 1. Schools, by Affiliation and Level.

The sole provider of ITE courses in Tasmania is the Faculty of Education at the University of Tasmania. The Faculty of Education was officially opened in 1952 although it had been operating since 1948 (Davis, 1990). The purpose of the faculty was to enable graduates to teach in schools from Kindergarten to Year 12 (K-12), which, at that time, included both the compulsory and post-compulsory years of schooling. A time-frame of the qualifications on offer through the Faculty of Education from the time of its establishment is presented in Table 1.2.

At the time of conducting this study the following conditions applied:

- compulsory schooling included all years from K-12,
- the Faculty of Education had campuses in each of the three main cities, Hobart (Sandy Bay campus), Launceston (Newnham campus), and Burnie (Cradle Coast campus), as well as offering online and distance courses,
- the Faculty of Education provided ITE courses at both undergraduate and post-graduate levels, which cover early childhood, primary, secondary, and Vocational Education and Training (VET) teaching, and
- teachers providing early childhood education outside of primary schools and in VET faculties in Tasmania were not required to hold ITE

qualifications or be registered with the Teachers Registration Board, but were still entitled to obtain employment in K-12 school settings.

Table 1.2

Teacher Education Qualifications Available from Faculty of Education, University of Tasmania

Year	Course	References
1952	One-year Diploma of Education (DipEd), *To be completed after gaining a previous degree*	(Davis, 1990)
mid-1950s	Certificate of Education *Introduced due to a shortage of teachers created by baby boom and the raising of the compulsory school leaving age from 14 to 16 years*	(Dilger, 2013).
	BEd(In-service) *Designed mainly for teachers with Teacher's Certificate to upgrade to degree, and for teacher aides and assistants to qualify as teachers while working*	(C. Hiller, personal communication, 15 August, 2015).
1990	Secondary ITE available in Hobart Primary ITE available in Launceston	(Davis, 1990)
Early 1990s	Bachelor of Education (Honours) *First of its kind in Australia*	(J. Watson, personal communication, 15 August, 2015).
1995	Primary ITE available at Cradle Coast campus	
1997	2-year Bachelor of Teaching (BTeach) *Upgrade of the DipEd and included specialisations for both primary and secondary teaching*	(C. Hiller, personal communication, 10 August, 2015).
1997-2010	BTeach middle school specialization *Specialisation for teaching school Years 5-8*	(N. Fitzallen, personal communication, 15 August, 2015).
1997	Bachelor of Education for Early Childhood (BEdECE) and Primary (BEdPrim) *Additional specialisation for teaching Birth to Year 2*	
1997	Bachelor of Human Movement (BHM) *For teaching physical education and health in K-12 schools*	

Table 1.2

Teacher Education Qualifications Available from Faculty of Education, University of Tasmania (continued)

2010	Bachelor of Education (in-service) (BEdIS) and Bachelor of Education (in-service) with Honours (BEdISHons.) *For established teachers to upgrade qualifications to BEd level and is therefore no longer required*
2010	Bachelor of Education with Honours (BEdHons.) *Introduced as replacement for BEdISHons.*
2010	Bachelor of Human Movement (BHM) *Replaced with extra specialisations* • BEd(Health and Physical Education) (BEdHPE), • BEd(HPE & Health Science) (BEdHPE&HS), and • BEd(HPE & Outdoor Education) (BEdHPE&OE)
2010	Bachelor of Adult and Vocational Education (BAVE) *Designed for teaching of further education programs outside of K-12 schools was re-structured to* BEd(Applied Learning) (BEdAL)
	Master of Teaching (MTeach and MTeach Hons.) *BTeach courses upgraded to master's level*

In addition to the above degrees, the Bachelor of Educational Studies has been available as an exit option for BEd students who wish to exit an ITE course after successfully completing only three years out of the four years required (University of Tasmania, 2014). This degree acknowledges the students' theoretical understanding of teaching but does not qualify them to teach in K-12 schools. Since the current research is exploring careers of those who graduated after preparing to teach in K-12 schools, it will focus on all past ITE graduates, but will not include those who graduated with the Bachelor of Educational Studies, or other education related post-graduate courses.

The literature on teacher retention and attrition focuses on Kindergarten to Year 12 (K-12) teachers. By default, teacher retention in this study is discussed in terms of retaining teachers in K-12 schools, and therefore a "K-12 teacher" is classified as one who is teaching in Year levels inclusive of K-12. The early childhood teachers, other than those teaching in K-12 schools, and the VET teachers were not categorised as K-12 teachers to reflect previous teacher retention and attrition literature.

1.5.1 Teacher Registration

Once qualified, ITE graduates register with the Teachers Registration Board of Tasmania (TRB) to enable them to begin teaching in government and non-government schools within the state (2014). This includes teaching in the K-12 schools, senior secondary colleges, and in the government's vocational education and training provider, the Tasmanian Technical and Further Education (TasTAFE). A provisional registration status was established by the TRB (TRB, 2014) as an induction period to the equivalent of one year of full-time teaching. This allows

beginning teachers a period of time to consolidate their teaching practice; and to develop professional knowledge, values, and relationships. Beginning teachers are required to demonstrate teaching competence as assessed by the TRB before they gain full teacher registration (TRB, 2014).

1.5.2 Gaining Permanent Teacher Status

Once registered, a graduate is eligible to apply for a teaching position in a government or non-government school. Fixed-term and permanent positions are usually advertised and awarded at a state level through an interview process, and relief-teaching positions are usually recruited locally. The Department of Education (DoE) introduced the Permanent Replacement Teacher (PRT) status in 2006 to assist teachers on continuous fixed-term contracts to reach permanent teacher status in the DoE (DoE, 2014). Achievement of PRT status is "after eight complete, continuous, and satisfactory [school] terms of employment" (DoE, 2014, p. 3) and entitles the teacher to be thereafter "assigned duties teaching in schools for a specified term or period" (p. 3). Although PRT teachers are permanent employees, they do not hold a permanent position at a particular school until they manage to procure such a position.

[redacted]Significance of Research

This study is significant because it explores ITE graduates' career journeys from compulsory education schooling onwards, whether or not they remain teaching in K-12 schools. It also considers ITE graduates' careers from an alternative perspective of career development theories. This research will provide vital information about the career choices and decision-making processes of Tasmanian ITE graduates. The Productivity Commission's (2012) Education and Training

Workforce Study Recommendation 5.1, suggests that information on "what factors influence where graduate teachers seek initial employment, and why early-career teachers leave their initial place of employment" (p. 29) is required. It is also imperative that ITE graduates obtain employable skills that are transferable (Crossman & Clarke, 2010) to other occupations to allow ITE graduates career mobility. Establishing if the skills gained during ITE courses are transferable into other career options, also provides accountability for ITE courses, as recommended by Chapman (1984), especially in the current climate of high teacher attrition rates.

Roadmap for Reading Thesis

This thesis consists of 15 chapters, some of which are divided into sections while other chapters are grouped together for stronger clarity. For the benefit of the reader, this roadmap provides a brief outline of what is expected in each of the chapters and groups of chapters.

Chapter 2, the literature review, is divided into two sections: teacher recruitment and retention, and career decision-making and development. Grounded theory relies on interactions among elements such as data, emerging ideas, and literature to develop meaning from the situation (Charmaz, 2014). Therefore, literature was consistently reviewed throughout the research process. Although some of the teacher retention literature was inspected before the study commenced, the career decision-making and development literature was not considered until during the data analysis stage. Having two distinct areas of literature created a need to divide the literature review into separate sections for the ease of the reader.

Chapter 3 is the methodology, which includes the content validity results of the concepts explored in the Initial Teacher Education Graduate Survey

(ITE_GradSurvey) instrument created for this study. The first of the results chapters is Chapter 4, which covers the results of the demographics of the survey participants and interviewees. The other results chapters are divided into three sections, with each section relating to one of research questions.

Chapters 5-7 relate to Research Question 1: *What career journeys do ITE graduates undertake?* In this group, Chapter 5 focuses on the career pathways undertaken by the participants and interviewees from the time they left K-12 schooling, through their first teaching positions, to current positions held. It also discusses the teaching elements and benefits of the ITE course in obtaining the non-teaching positions. To complete the career pathway, Chapter 6 reports the results concerning their preferred, ideal, and future career options. Chapter 7 provides concluding remarks and discussions on the main points raised in Chapters 5 and 6.

Chapters 8-10 report the results and discussion of Research Question 2: *What factors influence the ITE graduates' decision to enrol in ITE courses?* Chapter 8 reviews the early stages of the graduates' occupation intents in latter secondary school and, in some cased, in their non-ITE university studies. Chapter 9 focuses on the factors that influenced the graduates to enrol in ITE courses, whether in secondary school or university. Chapter 10 provides concluding comments and discussion of the results reported in Chapter 8 and 9.

Chapters 11-14 presents the results and discussion for Research Question 3: *What factors influence ITE graduates' decision to remain or leave teaching in K-12 schools?* Within this group of Chapters, Chapter 11 focuses on the factors that influenced decisions to leave K-12 school teaching, Chapter 12 reports the factors involved in decisions to remain teaching in K-12 schools, and Chapter 13 expands on these by providing an insight into the factors that influence change within

occupations. The concluding remarks and discussion for these three chapters are presented in Chapter 14.

The final chapter, Chapter 15, brings together all the information discussed in the three discussion chapters to provide a conclusion to the study. This chapter also presents the implications and recommendations of these findings for K-12 teacher retention, career decision-making processes of ITE graduates, and future research.

Henceforth, direct quotations from the interviewees and the survey's open-ended questions are presented in quotation marks. Text referring to the anchors of scales, categories, codes and sub-codes and key terms are italicised.

Additionally, vignettes of the interviewees' experiences have been included to enrich the results presented. The vignettes provide more explanation of the situation being discussed than allowed through quotations. These are presented in a box using italicised text.

Chapter 2

Literature Review

Section 1: Teacher Recruitment and Retention

Literature on teacher recruitment, retention and attrition rates covers factors such as motivations to enter the teaching profession, working conditions, gender imbalance, and the casualisation of the teaching profession. These are considered here to illuminate the factors found to have influenced teachers to enter, remain in, or leave the profession. Although somewhat limited, the literature on career choices of, and the alternative occupations obtained by, ITE graduates is also reviewed to provide background information on teacher career journeys.

[redacted]Motivations to Enter the Teaching Profession

Studies concerning motivations to enter the teaching profession reveal that intrinsic, extrinsic and altruistic motivations (Andrews & Hatch, 2002; Kyriacou & Coulthard, 2000), as well as interpersonal motivations (De Cooman et al., 2007) were important to teachers. Altruistic motivations are defined as "socially worthwhile acts related to a desire to facilitate the development of both the individual and the society at large" (Andrews & Hatch, 2002, p. 185), such as a desire to teach to make a difference in the community, and, in teaching, interpersonal motivations are the

relationships that teachers formed with both work colleagues and the students (De Cooman et al., 2007).

De Cooman and associates' 2007 study of 222 newly graduated teachers in Belgium highlighted that teachers employed in teaching positions were more motivated to become a teacher by intrinsic, altruistic and interpersonal motivations than extrinsic motivations. They noted that those teaching at the time were more motivated by providing a social service, and by the relationships and friendships created within the job, than those employed in other occupations, who were motivated by extrinsic motivations such as career opportunities and executive power. Ashiedu and Scott-Ladd's (2012) smaller scale study of 31 active teachers and five retired teachers from Western Australia showed that although active teachers were highly motivated by intrinsic motivations to enter, and remain in, the teaching profession, extrinsic motivations still played a part in the decision-making process.

Factors found to influence people's decisions to enter the teaching profession are not always labelled as motivations even though they are similar in nature. For example, Spear, Gould, and Lee (2000) conducted a thematic study of the literature on teacher retention and attrition in England and Wales that was published between 1988 and 1999. They labelled the factors that motivated people to join the profession as opportunities for creative input, benefiting society, applying previous degree content, and working with individuals. Howes and Goodman-Delahunty (2015) reported the findings from open-ended questions from an Australian survey study of 93 current and 40 former teacher participants. Their study showed that the motivations to enrol in ITE courses involved personal fulfilment factors, practical considerations, altruistic motivations, a lack of alternatives, and, to a lesser degree, significant others. In addition, a study of 45 teachers in England (Andrews & Hatch,

2002) reported that the teachers were motivated to become teachers through positive and negative experiences as learners, a desire to work with people, a sense of inevitability and serendipitous events or decisions, and a desire to change employment. They also noted significant others were important in the career decision-making process.

The motivators, or factors, found to influence choice to become a teacher can be categorised further again as triggers and drivers (Low, Ng, Hui, & Cai, 2017). Low and associates define triggers as those that activated a person's interest in teaching, and drivers as factors that "directly cause" (p. 33) him or her to enter the profession. The triggers included socialisation factors and experiences (e.g., own parents being teachers), whereas the drivers were more intrinsic motivation and personal abilities (e.g., desire to teach) (Low et al., 2017).

In regard to age, Andrews and Hatch (2002) reported that the factors that motivated young people to become a teacher as their first occupation were predominantly subject-focused as well as personal motivations, such as the desire to work with children. In contrast, the motivators mentioned by the more mature beginning teachers in their study were noted as serendipitous events. A study by Laming and Horne (2013) of 30 Australian teachers who had been employed in alternative occupations prior to teaching, indicated that their reasons for entering the teaching profession were more diverse than those of the undergraduate ITE students, and that some occupation-changers were likely to take a considerable cut in salary (of up to 75%). Although the motivations were noted as more diverse, the main reasons provided by Laming and Horne for the change in occupations to teaching still included altruistic, pragmatic, and personal factors.

A study by Hammond (2002) noted that undergraduates who were studying to teach a specific subject were motivated by the passion for that particular subject, similar to the results reported by Andrews and Hatch (2002) in relation to young people. Hammond's study involved 15 English pre-service teachers with an Information and Communications Technology specialty. Positive informal experiences of teaching others that were conducted prior to commencing ITE were also a major influence (Hammond, 2002). Hammond reported that although extrinsic motivations of salary and career advancement were not motivations to study ITE, they were still considered important aspects of the occupation, reiterating the findings of Ashiedu and Scott-Ladd (2012) who found extrinsic motivations had less impact than intrinsic motivations.

Motivations to teach and the expectations of teaching are similar in Australia and England (Manuel & Brindley, 2005). Manuel and Brindley's study of 30 Australian university ITE students and 22 English university ITE students reported that both groups of students were motivated to enter the teaching profession to make a difference in society, to change the world, and to influence young people's lives in a positive way. Once in the teaching profession, however, the participants' motivations were often challenged by work demands and school culture (Manuel & Brindley, 2005). Another study conducted in England, by Oberski, Ford, Higgins, and Fisher (1999), also confirms that newly qualified teachers are "not so much motivated by a desire to teach as by a desire to have positive relationships with pupils" (p. 148) to enable them to teach effectively.

Factors that Influence Teacher Retention and Attrition

2.2.1 Work Conditions

The factors influencing choices to leave the profession include problems with teaching conditions (e.g., workload, student demands, and poor leadership), need for a change in career, and practical considerations, such as combining career and family responsibilities (Howes & Goodman-Delahunty, 2015). Spear et al. (2000) reported that teachers in England and Wales left the profession due to excessive workloads, dissatisfaction with pay, and low morale within the profession. Workload, behaviour management, class size and pay, in that order, were also noted as concerns by Tasmanian beginning teachers (AEU, 2006). Teachers were also motivated to retire early for similar reasons: stress, heavy workload, and excessive bureaucracy (Spear et al., 2000). Other studies (e.g., Dinham, 2013; Ingersoll, 2001) designed to identify problems incurred by beginning teachers, and teachers in general, indicate that some of the major problems that cause dissatisfaction amongst teachers were similar to those reported to influence teachers to leave the profession. The problems raised were long hours, high workloads, poor student behaviour, a lack of student interest (e.g., AEU, 2009; Harris, 2006; Ingersoll, 2001), and disillusionment with the public status of teachers (Ministerial Council on Employment Education Training and Youth Affairs, 2003; Rhodes, Nevill, & Allan, 2004). These problems continue to be reported in the more current research (e.g., Buchanan, 2010; Dinham, 2013). It should be noted, however, that not all teachers affected by these problems decide to leave teaching.

Spear and associates (2000) found that teachers were more inclined to continue teaching due to factors related to "recognition of work, events related to pupils' learning, and the approval of line managers, family and friends" (p. iv). Furthermore, teachers sought to advance their career in the teaching profession to "broaden their experiences, obtain greater freedom in their work, accept new challenges, and to increase their power and influence in improving the education of children" (Spear et al., 2000, p. iv). Howes and Goodman-Delahunty (2015) acknowledge the complexity of teacher retention stating that there are different decision points in an individual's career, and that at each point the decision is influenced by the overarching themes of personal fulfilment, practical considerations, and lack of alternatives or barriers to change.

2.2.2 Availability of Teaching Positions

Although there are still reports of teacher shortages, especially in certain disciplines, such as mathematics and science, and in certain types of schools, such as rural, remote and low-socio-economic areas, there is also a recognised oversupply of teachers in Australia, especially in the primary sector (Productivity Commission, 2012). This oversupply has limited ITE graduates' career choices (Dinham, 2013). According to Dinham, 75% of Australian ITE graduates who are still seeking K-12 teaching positions want to teach in the primary sector and yet there are around 8,000 new ITE graduates each year with a primary specialisation. Interestingly, a perceived lack of career opportunities was noted as a barrier for some to remain as a K-12 teacher, while at the same time, the availability of career opportunities was considered by others as an incentive to remain in the teaching profession (Howes & Goodman-Delahunty, 2013).

An excess of ITE graduates has also been noted in Tasmania where approximately 200 ITE students graduated in 2008 (L. Kidd, 2010), with only 79 permanent base-grade teacher positions available in the government school system in 2009 (DoE, 2010). The 2008 graduates were competing for these positions with other ITE graduates from previous years, who were still seeking employment, as well as more experienced teachers who were on short-term contracts. Another Tasmanian study (L. Kidd, Brown, & Fitzallen, 2015) showed that only half of the 42 teacher participants, who were employed in non-government schools within five years of gaining ITE qualifications, had obtained full-time teaching positions. These teaching positions were not necessarily permanent positions. The oversupply of teachers has been noted in other Australian states as well as overseas. Preston (2013, p. 15) argues that although there is an oversupply of ITE graduates, the oversupply, in NSW at least, is "not very substantial." He maintains that, since the number of teachers nearing retirement age is high, the surplus ITE graduates will be required to fill these positions.

Taiwan has also experienced a shortage of public teacher positions due to an oversupply in teacher graduates and the economic recession experienced in 2009 (Ho, 2013). Traditionally, being a public teacher in Taiwan would have provided ITE graduates with job security and sufficient retirement benefits but the low number of teaching positions available has required graduates to seek employment in alternative occupations (Ho, 2013). Obtaining reliable job security has become the most important factor impacting teacher retention in Taiwan while adequate workload has become the least important factor (Ho, 2013). Generating an oversupply of ITE graduates each year, however, makes employment opportunities very competitive and

does not allow all graduates to obtain a teaching position upon completion of their course.

2.2.3 Casualisation of Teaching

Once considered a permanent job for life, teacher employment has become more non-permanent with an increase in fixed-term contracts (Harris, Jensz, & Baldwin, 2005; Skilbeck & Connell, 2003). In 2010 (ABS, 2011b) 3.8% of employees of the general workforce in Australia were on fixed-term contracts. The education sector reported 16.6% of employees on fixed-term contracts (ABS, 2011b), which is four times greater than in the general workforce. The report for the education sector includes other staff as well as teachers. The Department of Education, Tasmania (DoE) (2013) reported that 11.7% of state government teachers in 2013, and 16% in 2016 (DoE, 2016), were on fixed-term contracts. Although these proportions are from different years than those of the national general workforce, they still suggest that fixed-term employment for teachers in Tasmania is considerably higher than that of the general Australian workforce and increasing.

Casualisation of the workforce is an issue of concern especially in Tasmania where, in 2000, the ABS reported that more than 25% of the general workforce was in casual employment: the highest in Australia. The ABS (2008) reported that, in 2007, 20% of the Australian workforce were employees without paid leave entitlements, (previously known as casuals); however, in 2015 (ABS, 2015) this had increased to 25%. This does not include those who were on fixed-term contracts, as discussed previously.

The specific proportions of teachers employed in casual/relief teaching positions are difficult to obtain, both nationally and for Tasmania. A comprehensive

search did not find any records of the number of casual/relief teaching positions/employees in Tasmania. The education sector in 2010 (ABS, 2011b) showed 16% of employees were without paid leave entitlements. This is a smaller percentage than the national general workforce but includes employees other than teachers.

Tenure of employment has been raised as a problem by beginning teachers nationally and in Tasmania (AEU, 2006). A study of 91 Tasmanian beginning teachers (L. Kidd et al., 2015) reported that part-time and contracted teaching positions were a common entry into the teaching profession, and full-time teaching positions were mainly obtained after completing several fixed-term contracts. A larger Australian survey study conducted by the AEU (2008a) found similar results, with approximately half of the 1,732 beginning teacher participants being employed in ongoing or permanent employment, 45% on fixed-term contracts of six weeks or more, and the remainder on daily relief teaching. Other studies in Australia (AEU, 2006, 2009; APPA, 2007) show similar results. Beginning teachers in Tasmania experience a lower rate of permanency (44%), with 54% on contracts of more than 6 weeks, and 2% on daily relief teaching (AEU, 2006). Beginning teachers in the AEU's 2006 study also reported problems in obtaining ongoing or permanent teaching positions in Tasmania (51% of 103 participants) and nationally (44% of 1,207 participants). These reports did not state if the contracts and permanent positions were full-time or part-time positions.

The growing non-permanency of the teaching profession has had negative implications on the retention of its employees. A study conducted in Victoria, Australia (Plunkett & Dyson, 2011), noted nearly half (45%) of the 102 beginning teacher participants commented on the negative aspects of being employed on a fixed-

term contract. They also indicated that the non-permanent entry hindered the development of relationships and impacted on their career plans. Only 69% of these participants intended to remain at the school where they were teaching for a further three years. The long-term career plans of the other participants included a desire to further their education studies, start or add to their family, or to change occupations.

2.2.4 Teaching Positions held by Beginning Teachers

Nationally, beginning teachers obtain teaching positions equally between primary and secondary schools, with the majority in their specialisation, and in urban or metropolitan areas (e.g., AEU, 2006; APAA, 2007). In Tasmania, however, of the 103 Tasmanian beginning teachers in the AEU study (2006), the majority were teaching in primary schools (61%), outside their specialisation (66%), and in rural/remote areas (55%). The high proportion of primary teachers among beginning teachers was also noted by Hughes' (2012) in her USA survey study of 782 general teachers: 41% were teaching in early years, 34% in middle years (Years 5-8), and 25% in senior years (Years 9-12). Those teaching outside of their secondary school specialisation in Australia were mostly teaching in English, Mathematics, and Religious Studies, with some teaching in more than one subject out of their expertise (APPA, 2007).

Although only a quarter of the 1,343 beginning teachers in the APPA (2007) study were reported to be teaching in non-urban areas, when seeking teacher employment 86% preferred positions in urban schools, 55% did not consider rural schools, and 80% did not consider remote schools. It was considered easier to obtain teaching positions outside of urban areas despite there being fewer schools in rural areas (APPA, 2007). The participants, however, indicated that there was not

sufficient incentive for them to teach in less populated areas (APPA, 2007). The study of beginning teachers conducted by the AEU (2009) reported that nationally 60% were employed in metropolitan areas. Nearly half (45%) of participants in this AEU study stated they were willing to travel interstate for teaching positions. Although willing to travel, the majority of the participants in the APPA study (2007) were teaching in the state where they attended ITE studies.

2.2.5 Commitment to Teaching Profession

On a more personal level, the initial commitment to teaching (Chapman, 1984), the first teaching experience (Buchanan et al., 2013; Chapman, 1984), and a change in personal teaching attitudes (Buchanan, 2010) influence ITE graduates' decisions to remain in or leave the teaching profession. Graduates' initial commitment to teaching and perceptions of their ability to change occupations were identified to be the main factors determining retention rate of 1,282 ITE graduates from the University of Michigan (Chapman, 1984). Those who began teaching after graduation and remained in the teaching profession were less likely than other graduates to: a) believe that they were likely to need to change occupations, and b) it would be easy to find another job if they were to leave. Chapman reported that this group also placed less importance on salary and professional success, even though their overall life-satisfaction ratings were lower than those of other graduates. The ITE graduates who entered the teaching profession but changed occupations early in their career reported having less satisfaction in their alternative occupation than the other graduates but rated themselves higher in life-satisfaction in general. The ITE graduates who remained as teachers also reported having a better first employment experience than those who entered and left K-12 teaching (Chapman, 1984).

Some 30 years after Chapman's study (1984), Buchanan and associates (2013) noted similar findings. Their longitudinal qualitative study of early career teachers found that first teaching experiences were important for teacher retention. Their study of school teachers who graduated in 2006 in NSW, Australia involved 42 teachers, 14 of whom participated in three interviews conducted over the four-year period. The aim was to determine why some teachers left and others remained. Buchanan and associates indicated that early career teachers who were well supported in their first teaching experience were keen to remain teaching while the teachers who were not supported in their first teaching experience found the challenges overwhelming. Some of the less supported teachers nevertheless remained in the profession, owing to the commitment they had already invested in their careers (Buchanan et al., 2013). Some of the challenges faced were in connection to workload, student engagement and behaviour management, as well as a lack of professional learning opportunities, and collegiality. Buchanan and associates suggest that beginning teachers need support, recognition, and affirmation so that they may overcome such challenges and become resilient in their chosen careers.

An additional grounded theory study by Buchanan (2010) found that a change in personal teaching attitudes or a confidence crisis were important factors for leaving the teaching profession. The qualitative study of 21 former teachers who had left mid-career, highlighted that classroom management was a significant factor that influenced teachers to leave, as well as salary, workload, and the school environment (Buchanan, 2010). The intention to leave the profession, however, was not always clear-cut. Several former teachers in Buchanan's study took extended leave without the intention of leaving teaching permanently; however, while on leave, they decided not to return. The majority of the former teachers indicated that they did not intend to

return to teaching in K-12 schools “even though many could probably secure teaching work quite easily” (Buchanan, 2010, p. 209). Andrews and Hatch (2002) advise that teacher attrition is necessary to some extent because individuals need to try out teaching to determine if it is a suitable occupation, and for schools to recruit the best teachers into the profession.

2.2.6 Influence of Age

For the past ten years, the media in Australia have been reporting a looming teacher shortage due to the predicted retirement of teachers (Arlington, 2012; Lynch, 2008; McDougall, 2008). In 2013, 32% of primary teachers and 36% of secondary teachers in Australia were reported as being over 50 years of age (McKenzie, Weldon, Rowley, Murphy, & McMillan, 2014). The average age of female teachers in government schools of Tasmania has remained relatively steady over the past 5 years, whereas the average age of male teachers, especially those in senior roles, has reduced over the same period of time (DoE, 2016), as presented in Table 2.1.

Table 2.1

Excerpt from the Table Presented in Department of Education’s 2015/16 Annual Report (2016, p. 77) Showing Average Age of Teachers in Government Schools of Tasmania

	2012		2016	
Teacher status	Female	Male	Female	Male
Base Grade Teacher	44.6	44.1	44.4	43.0
Advanced Skills Teacher	47.3	45.6	46.3	42.7
Principals and Assistant Principals	49.9	49.5	50.5	46.0

Although there is no official retirement age in Australia, there is an eligible age for receiving the age pension (Australian Department of Human Services, 2017), which is generally considered “retirement” age. Males born before 1952 were eligible

for the pension at the age of 65 years and women born before 1949 were eligible at 60 years of age. To delay when people retire, the government has increased the pension eligibility age of women to equal that of men, and, for both, by half yearly increments every two years from July 2017 to reach 67 years of age. The Baby Boomer generation, born between 1946 and 1964, have started to reach retirement age and, therefore, may be contributing to the attrition rate of teachers.

Career changers are also affecting the age demographics of teachers. L. Kidd and associates (2015) reported that 19% of the 91 beginning teacher participants were 40 years and older. Larger survey studies (AEU, 2007, 2008b) noted that approximately a quarter of beginning teachers in Australia with no more than three years' teaching experience were over 35 years of age [25% (*n*=433) in 2007, and 26% (*n*=407) in 2008]. Although the teacher retention rate of those who changed careers to become a teacher has been found to be comparable to the younger beginning teachers (Boyd et al., 2011), entering teaching at a more mature age lessens the possible timeframe in the teaching profession before retiring. This impacts on the suggested looming teacher shortage by increasing the average age of teachers and, therefore, those nearing retirement age.

2.2.7 Influence of Gender

Along with the discussions of oversupplies and shortages of ITE graduates in general, are reports on the low number of male teachers employed in schools, particularly in the early school years (Parr & Gosse, 2011). The Australian Bureau of Statistics (2017a) reported that the percentage of male teachers decreased nationally from 33% in 2001 to 29% in 2016. During the same timeframe, the percentage of male teachers in Tasmanian schools decreased from 34% to 31%. In Canada, there is

"an overall K-12 ratio of three female teachers for every male teacher" (Statistics Canada as cited in Parr & Gosse, 2011, p. 382), which is equivalent to 25% of males overall. Rice and Goessling's (2005) literature study of 14 articles on this topic suggests that the shortage of male teachers is due to five main factors: "low social status, low salary, perception of teaching as 'women's work,' potential complaints of child abuse and sexual harassment, and a lack of male peer groups" (p. 355). What is not clear in the literature, is whether the shortage of male teachers is due to them not being employed in schools, or if there are substantially fewer male ITE graduates.

Alternative Occupations held

The career journey of the ITE graduate is not complete without some insight into where or what occupations they obtain. Nearly half of 1,351 beginning teachers in the APPA study (2007) entered ITE from 38 different occupations, with only 47% of these positions related to teaching. Teachers leaving the teaching profession to take up alternative employment is not a new phenomenon. For example, three decades ago, Chapman's (1984) quantitative study included the employment patterns of ITE graduates from the University of Michigan between 1946 and 1978 inclusive. The employment of the 2,431 graduates for whom there was sufficient employment data included the following: 7% working in private schools, 25% in government schools, 30% were teaching intermittently, 17% had taught but left teaching (occupations not specified), 10% had never entered teaching (occupations not specified), 3% had entered directly into school administration, and 8% had transferred from teaching to school administration (8%). Although there is information missing about the occupations obtained by the participants who were either not teaching or in a school administration position, the study showed that some of these ITE graduates

obtained school administrative positions. Chapman noted that the graduates who never taught "seemed to be using teacher training more as a socially acceptable means of 'buying time' while deciding what career to pursue," or in the hope that it would prepare them for whatever career they were pursuing (p. 656).

A vast range of alternative occupations were obtained by former teachers, which often included teaching positions in settings other than K-12 schools and education related positions. Walter and Pellock (2004) surveyed 197 former career and technical teacher education graduates from a North American institute for vocational teacher education and the graduates were asked to identify the first four positions they obtained after graduation. Walter and Pellock noted that during this four-year period, 14% of these graduates remained in the original position they obtained, and 36% held at least four different jobs. The majority (74%) of the graduates began their career as teachers or instructors, with approximately half of them noting that their second position was also that of a teacher. Of those who left teaching, 17% returned to teaching at some stage of their career although less than 7% of them were still teaching in their fourth job. The study also reported that the graduates often accepted positions that required them to teach in Year levels other than those in which they specialised, including post-secondary vocational education institutions and university lecturing. Almost half (47%) of the graduates held an administration position some time in their career, with 64% of these administration positions being in educational institutions (Walter & Pellock, 2004). Although the actual positions were not listed by Walter and Pellock, over the time span covered by the study, 38 different business job titles were recorded, thus illustrating the diversity of positions attained. The researchers suggest further studies in this area are warranted for comparison purposes.

In addition to reporting on why teachers leave teaching, Buchanan's (2010) grounded theory study of 21 former teachers reported that some of the former teachers were employed in roles related to education. Interestingly, Buchanan's study excluded former teachers who still considered themselves as teachers in settings other than K-12 schools. This suggests that there were former teachers in other teaching positions and that Buchanan considered them as teachers rather than "former" teachers to be included in teacher attrition. The occupations held by the 21 former NSW, Australian teachers, listed in Appendix 1 of Buchanan's article, included (*n*=1 unless otherwise indicated): education related positions of university lecturer, day-care centre manager, museum curator, workplace staff development officer, and youth worker; and non-related occupations of nurse, chaplain, and administration positions (*n*=8); management positions (*n*=4); and full time studies (*n*=2). Unlike Walter and Pellock (2004), Buchanan did not indicate if the administration positions were held in educational institutions. In his endeavour to retain teachers in the profession, Buchanan recommended that the teaching profession become more competitive with other occupations to retain the highly competent Generation X and Y teachers who, as discussed earlier, are more occupationally mobile than previous generations.

A person's change in occupation from the teaching profession may not always be to a position of higher socio-economic standing and yet teaching is sometimes used "as a springboard for entering more rewarding occupations" (Addi-Raccah, 2005, p. 747). Addi-Raccah's census-based study involved 2,108 former teachers who were teachers in the Israeli education system at the time of the 1983 census but who had left teaching before the 1995 census. The study showed that although 20% left teaching for other occupations, 11% were unemployed even though they "had the potential to participate in the labour market" (Addi-Raccah, 2005, p. 743). The actual

occupations held by these former teachers were not disclosed but were categorised as: academic professionals (13%), associate professional and technicians (12%), managers (14%), clerical workers (28%), sales and service workers (24%), and skilled workers (9%). There was a significant gender difference in the type of occupation obtained, with females more likely to change to clerical positions (33%) and males more likely to move to managerial positions (28%). Addi-Raccah stated that only 17% of the former teachers obtained occupations in education and re-iterating Buchanan's suggestion that teaching requires more opportunities for career advancement and improved work conditions to assist in retaining teachers.

Concluding Remarks

From the above literature it can be concluded that factors influencing career choices of teacher graduates are vast. The extrinsic factors, which are usually structural factors and not easily changed by the individual, have been noted as factors influencing teacher retention for several decades (Dinham, 2013; Ingersoll, 2001; Spear et al., 2000). More recently, the casualisation and non-permanency of the teaching profession (Harris et al., 2005; Skilbeck & Connell, 2003) has impacted the retention of teachers, especially beginning teachers who are trying to become established in the profession (Plunkett & Dyson, 2011). In Tasmania, the proportion of teachers on fixed-term contracts reached 16% in 2016 (Department of Education Tasmania, 2016). This type of employment has been shown to restrict the development of relationships, with students and staff, as well as future career plans thereby affecting teacher retention (Plunkett & Dyson, 2011). In addition to these factors, male teachers may leave because teaching is perceived as a female profession,

a potential of sexual harassment complaints, and a lack of peer support (Rice & Goessling, 2005).

Teachers are more likely to remain in the profession if they receive recognition and approval for their efforts (Buchanan et al., 2013), and/or have personal attributes, such as a high level of personal commitment and career resilience, (Buchanan, 2010), and positive initial experiences (Buchanan et al., 2013; Chapman, 1984). Teachers tend to advance their career within the profession for a challenge (Buchanan et al., 2013; Chapman, 1984; Spear et al., 2000), and for personal fulfilment (Howes & Goodman-Delahunty, 2015). In contrast, crises of confidence can influence teachers to leave the profession (Buchanan, 2010). To add to the complexity of the problem, these factors do not affect everyone equally (Howes & Goodman-Delahunty, 2015) and some teachers leave the profession without prior intent while on holidays (Buchanan, 2010).

An oversupply of teachers, especially primary school teachers, has been noted by the Productivity Commission (2012). Interestingly, the lack of teaching positions created by this oversupply is seen by some beginning teachers as a barrier while the shortage of specialised teachers (Ingvarson & Semple, 2006; Skilbeck & Connell, 2003) as an incentive to others to enter or remain in profession (Howes & Goodman-Delahunty, 2015). The oversupply of teachers is seen by Preston (2013) as a benefit, especially if the predicted mass exodus of retiring teachers occurs (Arlington, 2012; Lynch, 2008). The exodus is predicted because of the high proportion of teachers approaching retirement age (McKenzie et al., 2014). Whether there be an oversupply and/or a shortage of teachers, it is still important to encourage effective teachers to remain in the teaching profession and at the same time to provide people with the opportunity to explore teaching to see if they are suited to the profession.

Beginning teachers undertake teaching positions that are outside of their specialisations as well as those in less preferred rural/remote areas (AEU, 2006; APPA, 2007). Beginning teachers indicated that they were willing to travel interstate to obtain teacher positions (AEU, 2009), however, most were employed in the state in which they gained their qualifications (APPA, 2007). It is not clear however, if the graduates who are not teaching in K-12 schools, also undertake positions in rural/remote areas, interstate, or overseas.

There was an indication that some teachers did not intend to stay teaching in schools for the rest of their careers, including those who entered after a previous occupation (e.g., APPA, 2007). Initial teacher education graduates who leave, or do not enter the teaching profession, are employed in a range of alternative occupations (Buchanan, 2010; Chapman, 1984; Walter & Pellock, 2004). Moves into different occupations by the former teachers were not always into a higher ranked position (Addi-Raccah, 2005), suggesting that salary is not an important factor to career choices. Many of the occupations held by former teachers were still related to education in some manner, whether that be teaching in a different setting, (Buchanan, 2010), or working in an educational related position, such as school administration or a support role (e.g., Chapman, 1984; Walter & Pellock, 2004). Other occupational choices of former teachers included positions of care for others such as nurses and pastors (Addi-Raccah, 2005; Buchanan, 2010). Some of the teachers who left classroom teaching, returned at a later stage of their careers, although they didn't always stay (Walter & Pellock, 2004). Those who never taught in schools enrolled in ITE in preparation for other career options, (Addi-Raccah, 2005; Chapman, 1984) or to bide time until other options were available (Chapman, 1984). There is, however, no indication of whether the ITE qualifications supported the teachers in obtaining

their alternative occupations, if their teaching skills were transferable, or if the career choices met with successful outcomes.

Models of Teacher Attrition and Retention

Several theoretical models have been produced in relation to teacher attrition and retention to assist in obtaining a better understanding of how to retain teachers in the profession. The models discussed below provide an insight into different theories for exploring the problem of teacher retention, and to be considered for this study.

2.5.1 Model of Influences on Teacher Attrition

Chapman (1983) constructed a model of the influences on teacher attrition based on a thematic review of previous research on teacher retention and attrition. The model is an adaption of Krumboltz and associates' (1976) social learning theory of careers used in general career decision-making counselling (Chapman, 1983). Krumboltz's theory, discussed in more detail in Section 2.9.1, implies careers are chosen through "interactions of genetic factors [e.g., physical, mental, and special abilities], environmental conditions, learning experiences, cognitive and emotional responses, and performance skills" (Krumboltz et al., 1976, p. 71).

Chapman (1983) applied the five interactive factors discussed above to the research on teachers' career choices and developed the four elements listed below.

1. Personal characteristics – gender, socio-economic status, and race;
2. Teacher training and early teaching experience – amount of education, motivation to teach, and adequacy of ITE courses;

3. Professional and social integration into teaching, – salary, teacher self-efficacy, importance of selected criteria of professional success, and social networks; and
4. Career satisfaction – a cognitive and emotional response indicating perceived personal value and enjoyment that plays an important role in career resilience.

Chapman suggests that it is necessary to take these four elements into account to understand a teacher's decision to remain in or leave the teaching profession. Missing from his model are the general environmental factors from Krumboltz and associates' model concerning structural aspects (1976).

Chapman (1984) tested his model of influences on teacher attrition in a study of 1,282 American participants' survey responses and determined that the model was partly successful in predicting teacher attrition. The majority of factors that influenced career satisfaction and career choices were related to teachers' personal characteristics, personal commitment, and personal perceptions of their ability to change occupations as desired. They were not directly related to the structural side of school's administration, apart from relationships and support provided in the initial teaching position of the beginning teachers. Teacher attrition was therefore seen to be beyond the control of schools and teacher preparation courses. However, from the results published, it seems that the survey did not include many questions in relation to the schools' senior staff, colleague teachers, or administration. Although Chapman states that the four elements are to be considered, he does not mention whether there is a relationship among the elements. Chapman (1983) noted that this model would require further research to explore if specific challenges faced by certain types of

schools, such as private or post-secondary schools, and that it did not include non-voluntary departure from the profession.

2.5.2 Four-capital Framework for Teacher Retention

Mason and Matas (2015) acknowledged in their thematic content analysis study that "Teacher attrition is a complex phenomenon with numerous variables at play" (p. 58). They coded the teacher attrition factors, included in the 20 Australian articles studied, into thirteen themes that were then considered through the lens of pre-existing theories of non-economic capital. Non-economic capital refers to resources without a monetary value that are available to support economic and social development (Organisation for Economic Co-operation and Development, 2010). The four theories of non-economic capitals used in this framework are:

1. Human capital – individual skills and abilities, opportunities for continuing professional development, and ITE course;
2. Social capital – network systems, quality of leadership, school culture, informal and formal support, and value of teachers and teaching;
3. Structural capital – physical infrastructure and resources, employment conditions, nature of the role, and departmental policies; and
4. Positive psychological capital – personality and psychological factors, e.g., satisfaction, motivation, and resilience.

Mason and Matas (2015, p. 60) posit that "teacher attrition" is a "product of the intersection" of these four capitals without which "even teachers starting with high levels of human capital will be unable to meet their full potential to develop professionally and become better teachers in their educational contexts." At present their claim does not make sense. Although they state that teacher "attrition" requires

all four capitals, it is more likely and logical that they mean teacher "retention" because they are discussing teachers developing professionally *within* the teaching profession. The capitals are discussed as having an overall interconnected relationship, as illustrated in Figure 2.1, but not necessarily to each other. Although this model uses different terminology and groupings to Chapman's (1983) model, it has considerable similarities. Unlike Chapman's model, this four-capital model also includes environmental conditions, under the heading of Structural Capital, as suggested in social learning theory of careers by Krumboltz and associates (1976).

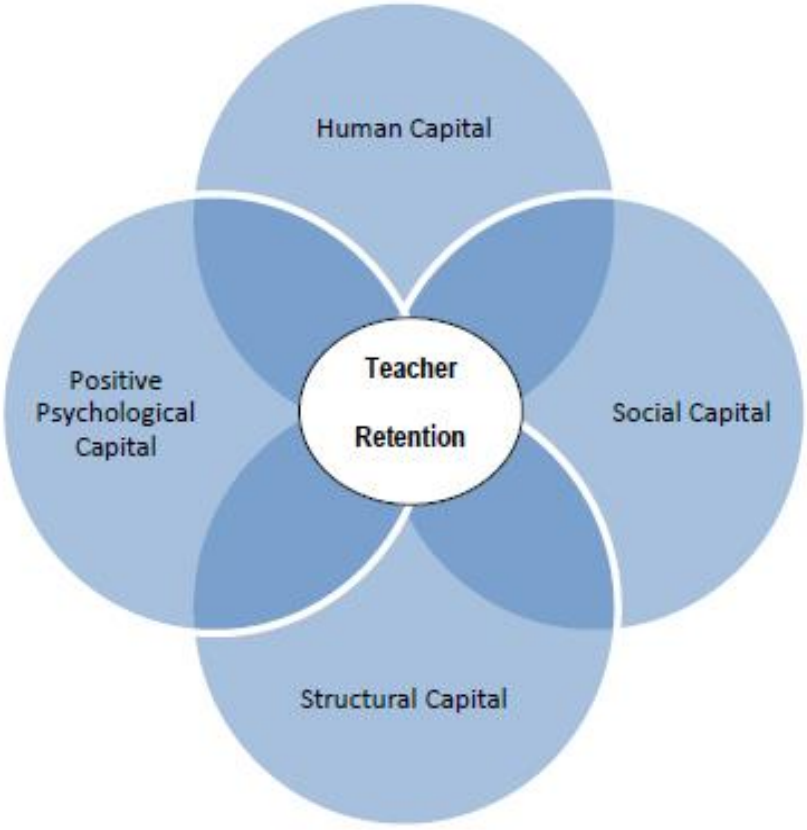


Figure 2.1. The four-capital model of teacher retention. From "Teacher attrition and retention research in Australia: Towards a new theoretical framework," by S. Mason and C. P. Matas, 2015, *Australian Journal of Teacher Education, 40*(11), p. 59. Copyright 2015 by Edith Cowen University. Reprinted with permission.

2.5.3 Ecological Model of Influences on Teacher Retention

Brownell and Smith's (1993) teacher retention framework draws on the ecological model of Bronfenbrenner (1976, as cited in Brownell & Smith, 1993), with the addition of historical and external personal factors. Their ecological model firstly categorises teacher retention factors under the four categories suggested by Bronfenbrenner of microsystem, mesosystem, exosystem and macrosystem. Very briefly, microsystems are interpersonal relationships, mesosystems are interrelations among settings that are directly related, exosystems are other settings that affect, or are affected by, what happens to the person/situation, and macrosystems are the consistencies at a cultural or ideological level (Neal & Neal, 2013). These categories are seen as nested layers as shown in Figure 2.2. Brownell and Smith have categorised the factors that influence the educational environment as:

1. Microsystem – the immediate workplace or classroom conditions and student relationships;
2. Mesosystem – relationships with other staff, support, and work expectations;
3. Exosystem – the structural factors of the school district as well as government policies; and
4. Macrosystem – cultural beliefs and ideologies, and economic conditions of the school.

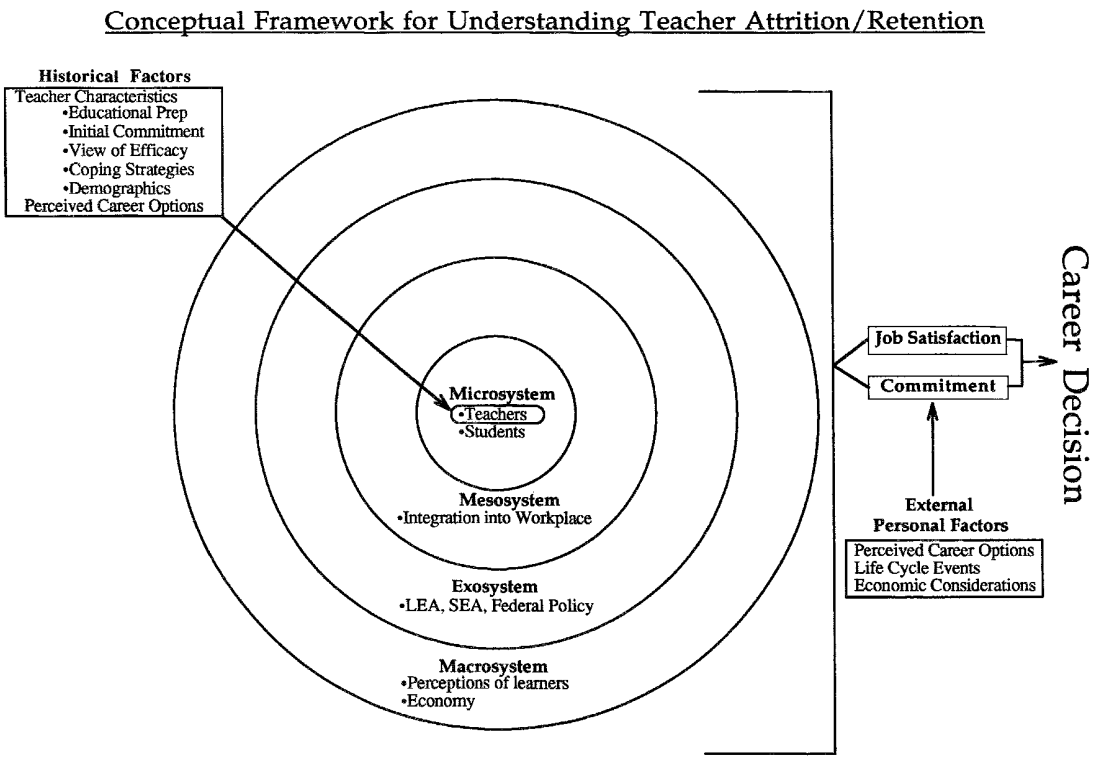


Figure 2.2. Conceptual framework for understanding teacher attrition and retention. From "Understanding special education teacher attrition: A conceptual model and implications for teacher educators," by M. T. Brownell and S. W. Smith, 1993, *Teacher Education and Special Education 16*(3), p. 272. Copyright 1993 by SAGE Publications. Reprinted with permission.

Brownell and Smith (1993) include historical factors, such as teacher characteristics, commitment to teaching, and educational preparation, as part of the microsystem. Brownell and Smith recognised that external factors, such as economic considerations, relocation of family, and career opportunities are also important in teacher retention. The teachers' decisions to remain in or leave the teaching profession are "dynamic events that represent the interaction of many factors (i.e., historical variables, environmental influences of the workplace, and external factors) over time that ultimately results in a career decision" (Brownell & Smith, 1993, p. 279). In this model, the relationship between the influencing factors is complex: they

can be bidirectional and some factors may influence the career decision more than others.

2.5.4 Model of the Influences of Teachers' Career decisions

Billingsley's (1993) model of the influences of teachers' career decisions groups the factors into (a) external factors, (b) employment factors, (c) and personal factors. The external factors, such as societal, economic, and institutional factors, are said to affect the employment factors of work conditions and rewards, commitment, and professional qualifications (Billingsley, 1993). Billingsley has proposed a bidirectional flow between these employment factors and the personal factors of demographic, family, and cognitive factors as shown in Figure 2.3. The employment and personal factors both affect the career decision phase to remain in, transfer, or leave the teaching profession.

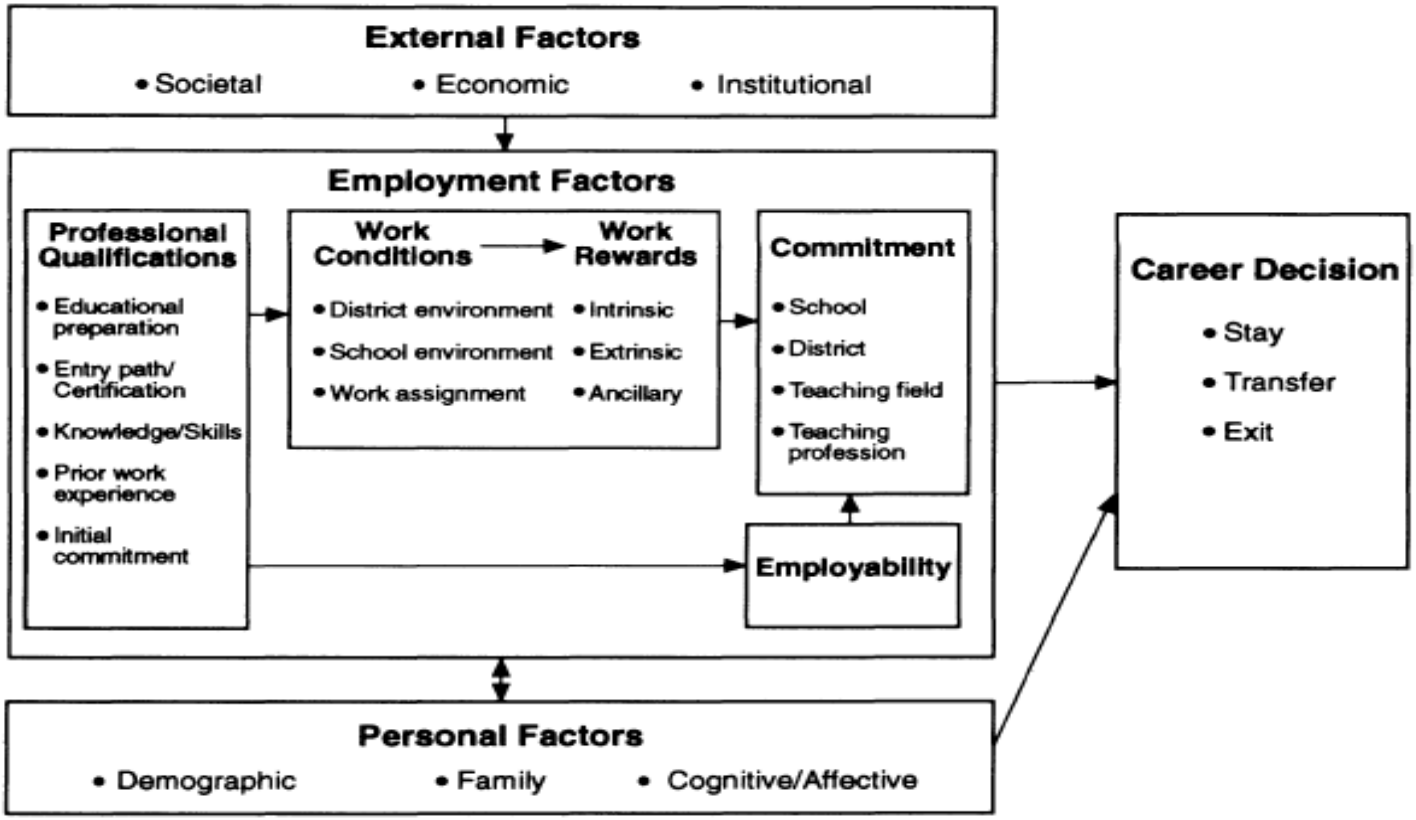


Figure 2.3. A conceptual model of the influences of teachers' career decisions. From "Teacher retention and attrition in special and general education: A critical review of the literature," by B. S. Billingsley, 1993, *The Journal of Special Education, 27*(2), p. 147. Copyright 1993 by SAGE Publishing. Reprinted with permission.

2.5.5 Concluding Remarks

Personal and social factors were noted in all these models to influence teacher retention and attrition. Although Chapman (1983) did not include structural factors, the others listed such factors as structural capital (Mason & Matas, 2015), exosystem (Brownell & Smith, 1993), or external factors (Billingsley, 1993). Although Chapman, and Mason and Matas, acknowledged that all the factors, or capitals respectively, within their models were to be considered in teacher retention, neither of these models suggested the type of relationship that occurred between the factors. Brownell and Smith noted that the relationship between the factors were complex, with the ability to be bi-directional and unweighted. The model by Billingsley (2004) included unidirectional and bi-directional relationships among the different groups of factors.

Chapman's model (1983) although based on the social learning theory of careers, did not include one of the main factors of that theory—environmental conditions—which covered the structural factors. Consequently, he did not include questions related to environmental conditions in his survey, or find it significant in his research. Billingsley indicated that external factors, economic and institutional, did not directly affect career decisions. In contrast, Ho (2013) noted that an economic recession affected Taiwan teachers' career choices in that it limited the number of positions available.

The manner in which factors are grouped outside of the ecological environment in Brownell and Smith's model are questionable. For example, relationships with teachers and other staff could be considered part of the microsystem because they are interpersonal, and the external personal factors, such as

perceived career choices and personal economic considerations, could be included as part of the ecological system in either the microsystem or macrosystem.

Although the majority of the teacher retention models discussed here were introduced more than 20 years ago, a detailed search did not locate any discussions in regard to any of these models; apart from the authors using their own models. Billingsley (1993), Brownell and Smith (1993), and Mason and Matas (2015) all mentioned the results of the data included in Chapman's articles related to his teacher retention model (1983; 1984) and yet they did not discuss the benefits or disadvantages of his teacher attrition model regarding their own model.

Section 2: General Career Decision-making and Development

Career theories have their roots in many disciplines: psychology, social psychology, sociology, anthropology, political science, geography, and history (Arthur et al., 1989), with two main perspectives: that of the workers, and that of the organisations (Hackett, Lent, & Greenhaus, 1991). The organisation-centred perspective focuses on job satisfaction and work attitudes (Hackett et al.). The literature on teacher retention and attrition, as presented in Section 1 of the literature review, is organisation-centred. What is missing is the worker's perspective, or in this case the teachers' perspective. According to Hackett and associates (1991), the worker's perspective covers the process of career decision-making and career development. During the data analysis stage of this study, it became apparent that understanding the career decision-making process of teacher graduates, would add valuable insights into the study. The context of careers in general, and the theories and models of careers concerning the workers perspective are discussed to provide a conceptual framework for this study.

Context of Careers

The change in how we define and perceive careers has had a flow-on effect to our use of the words "career," "occupation" and "job". Blau (2009) suggests that occupation and job have different meanings as workers are prepared to make "a greater investment in their general occupation then [*sic*] a particular job within this occupation" (p. 116). A single occupation can consist of several related jobs or positions, and the accumulation of jobs, occupations, and general life experiences is

regarded as a career. For example, an ITE graduate may be employed as a teacher and have several different types of teaching jobs, or positions, within the school environment, which together form the occupation of teaching. When combined with previous occupations and other life experiences this forms a career. Following on from these definitions, a career journey includes all the changes in a person's jobs and/or occupations over time, rather than being a path leading directly to a desired occupational destination (Tolich, 2012).

2.6.1 Choice Biography for Career

The term "choice biography" was used by Beck (1992) to describe the creation of a life-course by the self-reflexive modern self in light of the changing roles of gender and class, and the diminishing role traditions play in modern society. Choice biography, in regard to careers, posits that individuals have more choice over which occupations they obtain rather than accepting positions due to class or family background (Beck, 1992). Roberts (2012) argues that the change in economic culture has limited job opportunities, and therefore choices, because there are fewer positions available than there are workers. The lack of opportunities has required people to construct their careers by working in unrelated jobs (Roberts, 2012). He also reports that people feel less secure in their employment and that "jobs in general cannot be relied on to last" (Roberts, 2012, p. 32).

Choice biography posits that each individual has the capacity, opportunity, and the will to make life career choices (Small, Pawson, & Raghavan, 2003). It does not, however, allow for the effects of societal factors such as family, institutions (Small et al., 2003), social disparities, and class (Brannen & Nilsen, 2005). This is supported by Witko, Bernes, Magnusson, and Bardick (2005) who determined that

social networks of family, friends, and teachers play an important part in career planning for high school students. Babbie (2016a), however, argues that individuals have free choice, or agency, but allow themselves "to be controlled by environmental forces and factors" (p. 25). Babbie also maintains that if social structures affect individuals and the responsibility is placed on society to solve them, then the individual may feel disempowered rather than motivated to succeed.

2.6.2 Generation Differences in Careers

The personal construction of careers, as suggested in choice biography (Beck, 1992), is evident in more recent studies of generational differences in career journeys. (Ng et al., 2010). For example, a Canadian study by Ng and associates (2010), of 23,143 university undergraduate students who were born after 1980, noted that only half of the participants were planning to stay long term with the same organisation. The participants had an expectation of opportunities to advance their career, and to obtain rapid promotions and pay increases. Social factors, work related attributes, and flexibility between work and play were also considered as important factors (Ng et al., 2010). Similarly, McCrindle (2013, July 30) reported that Gen Y in Australia place an emphasis on factors such as job opportunities, challenge, work place culture, and work-life balance.

Gen Y are, on average, leaving jobs after a period of 3 years and 4 months and, if this trend continues, it is predicted that they will work for 17 employers over 5 different occupations before retiring at 80 years of age (McCrindle, 2013, July 30). Although 80 years presently seems an extreme age for the general population to retire, retirement age is increasing in Australia, as discussed in Section 2.2.6, and this timeframe is some 40 years in the future. Since Gen Y are predicted to change

occupations frequently, Ng and associates suggest that employers offer “competitive salaries, interesting and challenging work, and opportunities for advancement, to … attract the best and brightest of talents” (2010, p. 290) from this younger generation. The research on generational differences in career journeys supports that careers are constructed more by the individual with each generation, as discussed in choice biography. It does not, however, present the effects, if any, on the structural aspects that may influence career choices.

Career Theories, Models and Frameworks

The change in the notion of what a career is and how it is constructed, has presented a need for changes within career theories as well as the development of alternative concepts of career decision-making processes. Although the theories discussed below have well-defined constructs, all career theories “contain ambiguities because of the complexities of the phenomena being discussed” (Brown, 2002, p. 8). Some of the more dominant theories suggested by Brown and Associates (2002) and Patton and McMahon (2014) have been explored for inclusion in this study.

The theories considered for this study are grouped into five categories; trait-factor, minority groups, developmental, career development, and constructivist/ constructionist. Table 2.2 lists and compares these categories with those of Brown and Associates (2002) and Patton and McMahon (2014), as well as providing a list of the theories in each category and the authors discussed in association with that theory. The trait-factor theories, such as the “theory of personality” by Holland (e.g., 1973, 1997 as cited in Patton & McMahon, 2014), are concerned with the characteristics of the individual, which were obtained through trait-factor instruments. Although they are still considered to have a major influence in career guidance (Brown, 2002)

theories from this category have not been considered in this study because trait-factor instruments were not used in this study. Theories concerning minority groups, such as race and sexual orientation, were beyond the scope of this study and, therefore, are also not discussed. The developmental category refers to the theories with a life stage construct, career development theories are based in social learning theory, and the constructivist/constructionist theories places an emphasis on the individual constructing their career.

Table 2.2

Career Theory Categories

Theory category for this thesis	Theory category by Patton & McMahon, 2014, pp. 13-15.	Theory category by Brown & Associates, 2002	Theory/concept	Author/s
Trait-factor theories *Based on personality tests, which are not used in this study and therefore not included in literature*	Theories of Content	Trait-Factor Theories	e.g., Holland's theory of personality	Holland (1973 as cited in Patton & McMahon)
Minority groups *Beyond scope of this study and therefore not included in literature*	Wider explanations	-	e.g., Racial and ethnic groups	Brown, (2002); Hackett, Lent, & Greenhaus, (1991)
Developmental	Theories of process	Developmental and Postmodern Theories	Theory of circumscription and compromise	Gottfredson (1981 & 2002)
	Theories of process	-	Life span life space theory	Super (1980)
	-	-	Kaleidoscope Model	Mainiero & Sullivan, (2005)

Table 2.2

Career Theory Categories (Cont.)

Theory category for this thesis	Theory category by Patton & McMahon, 2014, pp. 13-15.	Theory category by Brown & Associates, 2002	Theory/concept	Author/s
Career development	Theories of content and process	-	Social learning career theory	Mitchel & Krumboltz (1996)
	Theories of content and process	-	Happenstance learning theory	Krumboltz (2009)
	Theories of content and process	Career Development theories (Learning)	Social cognitive career development theory	Lent, Brown, and Hackett (1994)
Constructivist/Constructionist	-	-	Career learning and development theory	Bassot (2012)
	Constructivist/ constructionist approach	-	Chaos theory of careers	Pryor and Bright (2011); Bright and Pryor (2011)
	Constructivist and constructionist approach	Developmental and Postmodern Theories	Career Construction theory	Savickas (2002)
	Constructivist and constructionist approach	-	System theory framework of career development	Patton and McMahon (2014)

Developmental Theories and Models

2.8.1 Career Circumscription and Compromise

According to Gottfredson (1981) the individual's career decision-making process includes the elimination of unacceptable occupations (career circumscription) and modification of career choices (career compromise) if the desired career outcome is considered unattainable at that particular stage of career planning. Creed and Hughes' (2012) research of 130 first-year Australian university students found that career compromise distressed some of the students in their career decision-making. A positive outlook of their career journey was important for them to "develop the confidence and skills [needed] to negotiate the transition from education to today's workforce" (2012, p. 159). The researchers recommended interventions that fostered positive attitudes and improved career strategies be discussed in career planning programs. They did note, however, that a longitudinal study would be required to confirm if the negative occupational attitudes were influenced by, or caused, career compromise.

Gottfredson (1981) noted that career compromise is influenced by vocational interests, perceived prestige of occupation, and perceived occupational suitability for females and males. An Australian study (Taylor & Pryor, 1985) of 287 students studying for university entry outside of K-12 school system, with the intent of attending university the following year, supported Gottfredson's theory. Taylor and Pryor's study indicated that career compromise was more complex than suggested by Gottfredson because respondents did not always compromise on their career intentions when barriers were met. Some respondents preferred to pursue their

original goal and refused to compromise, while others "chose to compromise in the same content/interest area but at a lower [level of] prestige," or to "select occupations in the administrative/commercial field" related to their studies (Taylor & Pryor, 1985, p. 188).

2.8.2 Life-span and Life Space Theory

Super (as cited in Phillips & Pazienza, 1988) states that there are five vocational life stages of growth, exploration, establishment, maintenance, and decline. For example, the exploration stage (approximately ages 14-24) is where the individual commits to a particular occupation; and the decline stage (65 years of age and older) is focused on gradual disengagement from employment, and retirement (Super as cited in Phillips & Pazienza, 1988). In his theory, Super (1980, p. 283) posits that "people play a variety of roles as they mature" and that these different roles, such as student and worker, are played at different stages in life and may overlap. It is the combination of these roles throughout a life-span that creates a person's "lifestyle." The sequence these roles are performed in structures of "life space" and creates the "life cycle" (Super, 1980). The "career pattern" is the total configuration of life-style, life space, and life cycle. The career journeys of ITE graduates, therefore, include the different roles they undertake throughout their lifespan.

Super (1980) also notes that there are decision points that occur throughout the life-span when making changes between or within certain roles. These decision points transpire when there is a change in an individual's attitudes, through experiences, and/or through a variety of situational variables, such as social and economic conditions. Previous research of teacher retention has not explored what or when these decision points occur in a teacher's career journey.

2.8.3 Kaleidoscope Career Model

Similar to Super (e.g., Super, 1980), Mainiero and Sullivan (2005) argue that individuals take their personal lifestyle into consideration when making career choices. Rather than life stages, their model shows three main parameters in career choices: *Authenticity*, regarding internal values aligning with employer's values; *Balance*, between work and non-work demands; and *Challenge*, opportunities for career advancements (Mainiero & Sullivan, 2005). The model (Mainiero & Sullivan, 2005, p. 111) suggests that careers, in particular those of women, are adapted to encompass roles and relationships in new ways by "rotating different aspects" of life "like a kaleidoscope changing patterns," as illustrated in Figure 2.4.

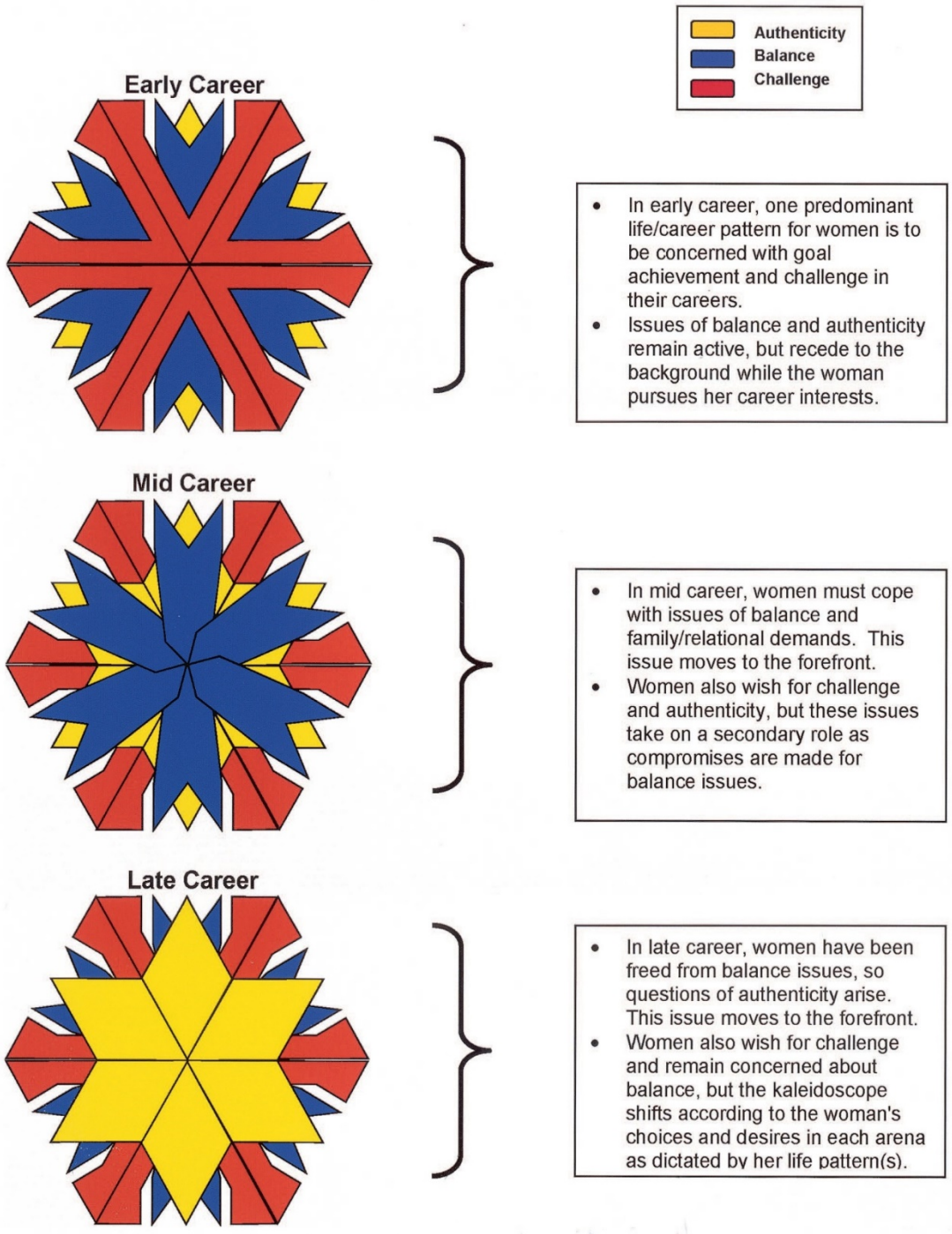


Figure 2.4. The ABC model of Kaleidoscope Careers for women. Reprinted from "Kaleidoscope Careers: An alternate Explanation for the 'Opt-out' Revolution," by L.A. Mainiero and S. E. Sullivan, 2005, *Academy of Management Executive, 19*(1), p.115. Copyright 2005 Academy of Management. Reprinted with permission.

The three parameters, *Authenticity, Balance,* and *Challenge,* were defined from Mainiero and Sullivan's (2005) three stage study. The first stage of the American study involved a general survey completed by 100 high career achieving women. This was followed by the second stage, which was a more detailed survey for comparisons between genders involving 837 men and 810 women respondents. The third stage was a series of online "conversations" with 22 men and 5 women from different career levels to gain an understanding of the transitions and setbacks they experienced in their careers. The results of the study showed differences in the prevalence of these parameters in gender and generations. Men were more likely to focus on their careers early in their life, and then on family, while women were more likely to consider these parameters simultaneously over their life span although the balance between the parameters depended on the stage of their life (Mainiero & Sullivan, 2005). J. Kidd (2008) also noted in a study of 89 employees from different occupations that personal and home life difficulties impacted on career well-being and choices. Unlike Mainiero and Sullivan, J. Kidd did not find a difference between the genders when considering a balance between work and other roles. Generational differences were explored in context of the changes in generations, with Generation X (born 1965-1983) more likely to aim for a balance between lifestyle and work commitments than the Baby Boomer generation (born 1946-1964) (Mainiero & Sullivan, 2005).

Career Development Theories and Models

2.9.1 Social Learning Theory of Career Counselling

Krumboltz and associates' (1976) social learning theory of career counselling argues that an infinite number of accumulated learning experiences determines a person's current occupational situation. Their social learning career theory is based on Bandura's (1991) social learning theory and states that interests, beliefs, and values develop and change through new information gathered through life experiences. Career selection, they posit, is a mutual process involving individual and societal factors, and is a complex, lifelong process. The theory (Krumboltz et al., 1976) contains four career development factors:

- Genetic including physical, mental and special abilities;
- Environmental conditions and events that affect skill development, and career choices and preferences;
- Learning experiences through the observation of a) consequences of own actions, and b) consequences of others' behaviours; and
- Task approach skills that are modified and developed over time through positive and negative experiences.

2.9.2 Happenstance Learning Theory

The happenstance learning theory (Krumboltz, 2009, p. 135) acknowledges that "learning experiences are made available by both planned and unplanned situations in which individuals find themselves" expanding on the social learning theory of career counselling (Krumboltz et al., 1976). Happenstance theory recognises that the consequences of the interaction between planned and unplanned

actions are “virtually unpredictable” (Krumboltz, 2009, p. 136). Krumboltz states that situations arise partly due to factors beyond individual’s control and partly due to actions initiated by the individual. People can capitalise on potential happenstance opportunities if they recognise them as such and know how to make the most of the situation (Krumboltz, 2009). Andrews and Hatch (2002) noted that happenstance events played an important part in teachers’ career choices.

2.9.3 Social Cognitive Career Development Theory

Lent, Brown, and Hackett (1994) also acknowledge that personal and structural factors play an important role in the career development process. Their Social Cognitive Career Development (SCCD) theory is informed by Bandura’s (1991) social cognitive theory, which states that “human behavior is extensively motivated and regulated by the ongoing exercise of self-influence” (p. 248) and that self-regulation is affected by social factors. Lent and associates argue that career development is interconnected with a) self-efficacy, b) outcome expectations, and c) goals, and that these influence career-relevant interests, choice, and performance of occupational pursuits. They also suggest that the relationships among all three influences (interest, choice, and performance) are bi-directional, supported by their meta-data analysis of previous research. They did note, however, that the SCCD framework would require adjustments for career decisions in consideration of changes in occupations, as well as to “capture issues, challenges, and obstacles that especially characterize the career development of particular groups of women and minority members” (Lent et. al, 1994, p. 117), such as in the case of ITE graduates. Although Lent and associates (1994) indicate that occupational changes are separate to career

development, others (e.g., Bassot, 2012) accept that the career develops throughout the individual's life.

Constructivist/Constructionist Approach

2.10.1 Career Learning and Development Theory

Career Learning and Development (CLD) theory is based in social constructivism, and posits that an individual's career develops through his/her interactions with people, and through the impact of his/her environment and culture, which are considered to be inseparable from each other (Bassot, 2012). Good relationships with colleagues and senior staff, as well as with the employing organisation, have been shown to be important for career well-being (J. Kidd, 2008). Kram (1996) also acknowledges the importance of relationships in career development. She claims these relationships are reciprocal where individuals are "both expert and learner, to give and receive, to enable and be enabled" (Kram, 1996, p. 140). The overall goal of the relationship has changed from achieving independence of the worker to interdependence within the organisation to "support task accomplishment as well as personal learning" (Kram, 1996, p. 140).

Bassot (2012) developed a metaphor of a suspension bridge with two-way traffic to illustrate the importance of the link between lifelong learning and employment (see Figure 2.5). The tension of the bridge indicates there are opposing factors influencing the career decision-making process, such as individual needs and societal needs, and internal factors and external factors. These opposing factors include both opportunities and challenges (Bassot, 2012). Using the imagery of a suspension bridge, and the word "opposing," conjures the need for equal tension

between the opposing career forces and does not allow for change or an imbalance to occur in one of these factors without negatively affecting the career overall. Having these factors as opposing also implies that the factors are working against each other, which surely would not be beneficial for a clear career pathway.

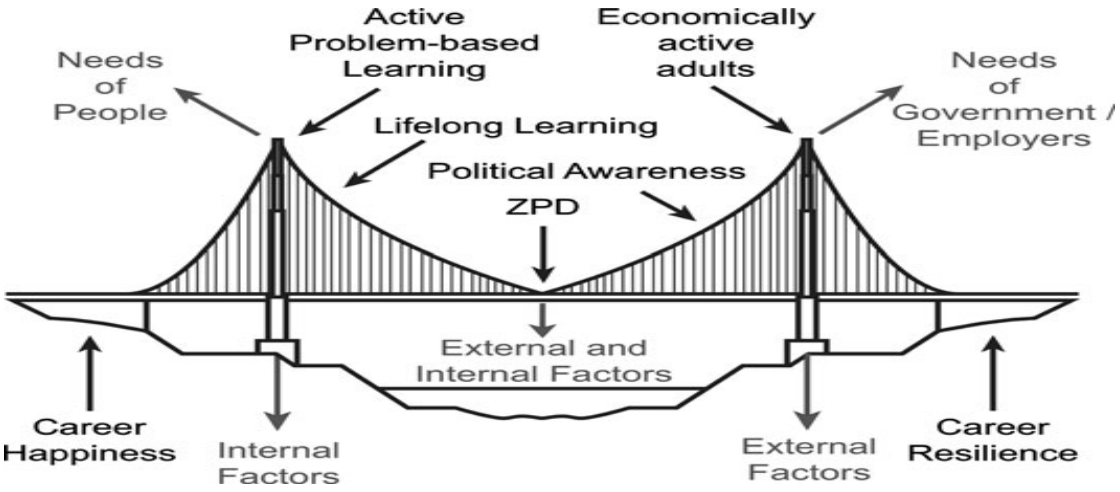


Figure 2.5. Career learning and development theory bridge. Reprinted from "Career learning and development: A social constructivist model for the twenty-first century," by B. Bassot, 2012, *International Journal for Education and Vocational Guidance 12*(1), p. 36. Copyright 2012 by Springer Science+Business B.V. Reprinted with permission.

The anchorage blocks either side of the bridge are noted by Bassot (2012) as career happiness, which includes life and work balance, and career resilience, to deal with the "turbulence in the labour market" (p. 38). The centre of the bridge represents Vygotsky's Zone of Proximal Development (ZPD) (1978, as cited in Bassot, 2012), which focuses on what learners can do next. Bassot states focusing on the next stage of a career, rather than a single destination, is "vital in enabling people to move forward effectively in their career thinking and in developing their skills" (2012, p. 39). The road between the two ends of the suspension bridge is depicted as the

"narrative career journey" where significant others support individuals towards their future career. The significant others in Bassot's theory are the career advisors who assist individuals to learn about and develop a career. Lacking are other social factors such as the interpersonal motivations that influence people's decisions to enrol in initial teacher education courses, as reported by De Cooman and associates (2007).

2.10.2 Chaos Theory of Careers

Similar to the career theories discussed so far, the chaos theory of careers (Bright & Pryor, 2011) posits that a wide range of factors influence career decision-making processes, and that these factors change over time. The chaos theory of careers uses two main principles of the mathematical chaos theory which Kaufman (1995, as cited in Pryor & Bright, 2011) defines briefly as "the study of the behavior of complex dynamical (or adaptive) systems" (p. 27). The first principle is that of self-organisation: "the propensity of phenomena to form increasingly complex patterns" (Pryor & Bright, 2011, p. 28). In careers, this is the linking of characteristics of the individual, such as skills, values, and interests, to those of different occupations. The second principle is that of change, of which Pryor and Bright state is "the adaptation and resilience [applied] as a complex dynamical system tries to maintain its stability in the face of influences to change" (2011, p. 28). Change can be unpredictable, non-linear, incidental, and have no adaptive function (Pryor & Bright, 2011). This means that some small changes have more impact on a person's career than a larger change; and change can also have a slow or a dramatic shift in an individual's career (Pryor & Bright, 2011).

Following on from these principles, Pryor and Bright (2011) offer four cornerstone constructs to their Chaos Theory of Careers.

1. Complexity – there is a complex array of career factors that are interconnected and subject to continuous and unpredictable changes;
2. Change – personal circumstances and the nature of occupations change due to the complex interconnection factors, which creates a sense of inability to predict or control events;
3. Chance – a change in circumstances creates chance occurrences and opportunities not previously available; and
4. Construction – the complexity, change, and chance opportunities allow the individual to create his or her career journey

Davey, Bright, Pryor, and Levin (2005) conducted an Australian study of 42 university students' career decision-making self-efficacy using a Chaos Theory of Career counselling intervention program. The participants were asked to complete three separate career scale instruments prior to, directly after, and one week after the intervention. The aim of the career intervention in their study was to increase the students' awareness of the four CTC cornerstones for consideration in their career decision-making process. Although the effect of the career intervention was not evident directly afterwards, there was a noticeable increase in career decision-making self-efficacy in the final assessment conducted one week later. Similar to the findings reported by Creed and Hughes (2012) from their compromise and circumscription study, the awareness of changes that may occur in careers assisted in career confidence.

2.10.3 Career construction

Savickas posits that an individual's career is shaped by society and its institutions, and individual concepts and preferences change as do living and working

situations. "Career construction theory adheres to the epistemological constructivism that says we construct representations of reality but diverges from the ontologic constructionism that says we construct reality itself." (Savickas, 2002, p. 154). It also views career development as "driven by adaption to an environment" (Savickas, 2002, p. 154). Career construction, therefore, is the development and implementation of self in a work situation and involves "a synthesis and compromise between individual and social factors" (Savickas, 2002, p. 156). His theory involves a maxicycle and minicycle of career stages of growth, exploration, establishment, management, and disengagement, which are similar to Super's (1980) vocational life stages of growth as discussed in Section 2.8.2. Savickas also argues that occupational success and job satisfaction are achieved through work and life balance, and authenticity, similar to the Kaleidoscope Career theory by Mainiero and Sullivan (2005).

2.10.4 Systems Theory Framework of Career Development

As is evident in some of the theories discussed so far, many of the more recent career theories contain similar elements to those included in earlier theories. Patton and McMahon (2014) report that, because of this overlap, there has been an attempt to converge career theories to produce an overarching theory or metatheory. In response, Patton and McMahon (e.g., 2006; 2014) have produced a systems theory framework of career development. Their framework applies key aspects of systems theory to support elements from several career theories, some of which have been discussed in this chapter. The framework consists of the individual system, the environmental/societal system, and time as illustrated in Figure 2.6.

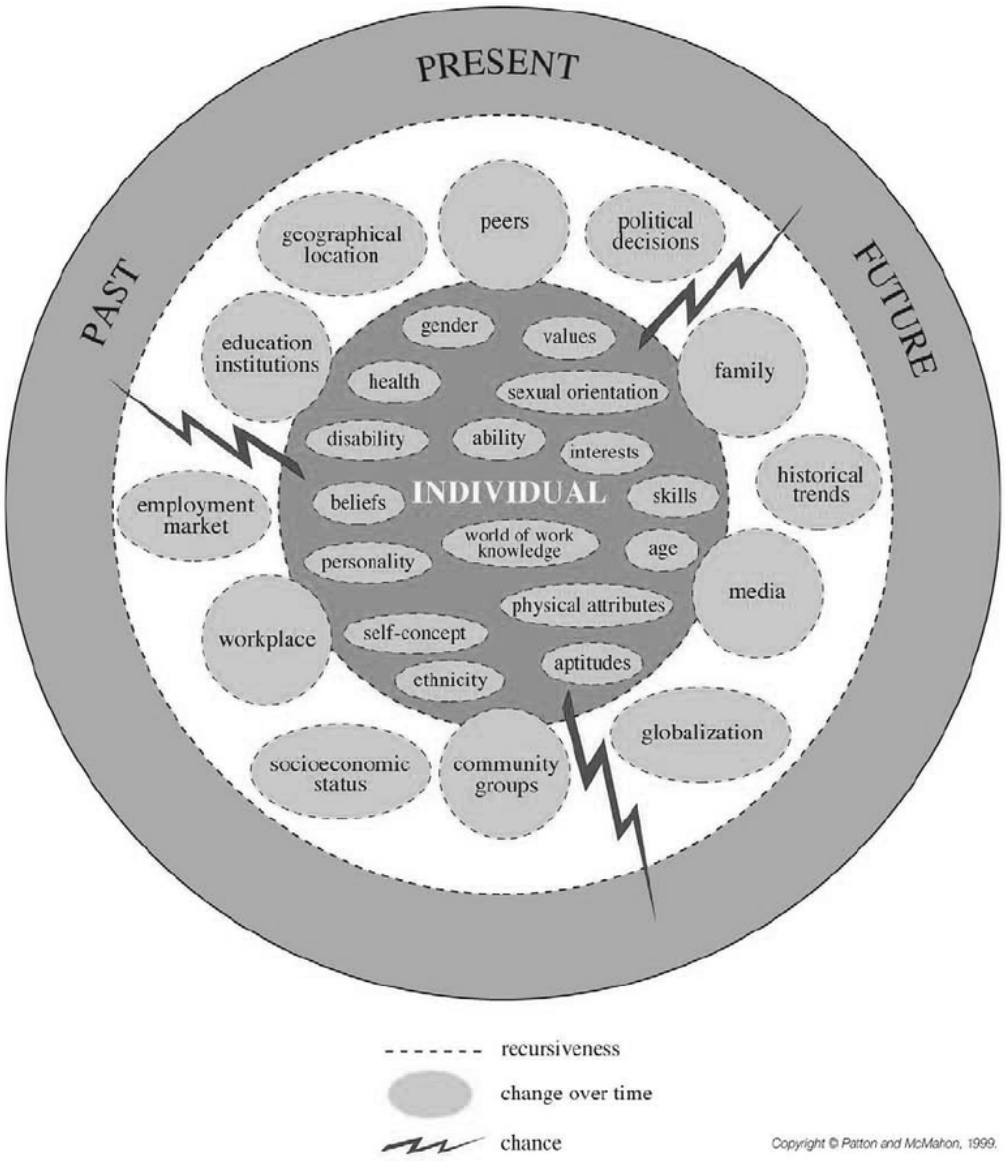


Figure 2.6. "Systems theory framework of career development." From *Career development and systems theory: A new relationship* by W. Patton and M. McMahon, 1999, Pacific Grove, CA: Thomson Brooks/Cole, p.164. Copyright 1999 by Thomson Brooks/Cole. Reprinted with permission.

The individual system includes characteristics, skills, and abilities, and is central to the framework. In the broader environmental/societal system, the social aspects are shown to overlap into the individual circle to replicate the power significant others may have on the individual's career choices. The environment and

institutions may also affect the career development in different ways, some of which may be profound. The final system, the context of time, acknowledges that the "past influences the present, and together past and present influence the future" (Patton & McMahon, 2006, p. 154).

The process of career development is influenced by recursiveness, change, and chance. In the illustration of the framework, the broken lines between the systems and surrounding the factors depicts the dynamic and recursive nature of the process and suggests that the interaction between these items is not unidirectional. The lightning bolts represent the effect chance opportunities, or happenstance, has on career choices, as raised by Andrews and Hatch (2002) and Krumboltz (2009).

2.10.5 Concluding Remarks

The career theories discussed highlight the complexity of career choices, which creates ambiguity within the theories. The career theories show that personal factors, for example characteristics, skills, and abilities (e.g., Lent et al., 1994; Patton & McMahon, 2006), social factors, such as family and significant others, (e.g., Bassot, 2012; Small et al., 2003); and structural factors, of institutions and society needs, (Lent et al., 1994; Savickas, 2002) influence individuals' career choices. The manner in which the factors influence careers have been noted as being opposing (Bassot, 2012), mutual (Krumboltz et al., 1976) bi-directional (Lent et al., 1994) and recursive (Patton & McMahon, 1999, 2006), with the career being a synthesis and compromise among these factors (Savickas, 2002).

Changes in vocational interests (Gottfredson, 1981), and other influences such as interests, choice, or work performance, (e.g., Lent et al., 1994) occur over time and affect career decisions. These changes were often initiated through accumulated

learning experiences gained from a range of life events (Krumboltz et al., 1976). They were also noted to occur by chance (Patton & McMahon, 2006; Pryor & Bright, 2011), or happenstance (Krumboltz, 2009), which are created through planned and unplanned events. At times, the changes were beyond the control of, or, in other circumstances, activated by, the individual (Krumboltz, 2009).

The role of the individual in creating their own career journey, as argued by Babbie (2016a), is evident in most of the career theories, in particular those with a constructivism/constructionist epistemological outlook. Roberts (2012) suggests that the change in structural factors reduces choice, thus creating a need to compromise career choices, as posited by Gottfredson (1981). Taylor and Pryor (1985), however, noted that some individuals refused to compromise on their career choices.

Careers, nowadays, are formed through obtaining unrelated jobs (Roberts, 2012) requiring people to adapt to encompass new roles (Mainiero & Sullivan, 2005) and to new environments (Savickas, 2002). Individual career options include consideration for balance between work and life roles (Bassot, 2012; Mainiero & Sullivan, 2005). In addition, Gen Y expect rapid promotions, flexibility, challenge, and good workplace culture (McCrindle, 2013, July 30). On average, Gen Y leave their place of employment within 3-4 years (McCrindle, 2013, July 30). With the constant change in occupations, it has been suggested that career choices should focus on the next stage rather than a particular destination (Bassot, 2012).

There is a strong implication throughout these career theories that the individual's interaction with society and the changes that occur assist in forming the direction of his or her career journey. Social networks were raised in social learning career theory, as career advisors and supporters, and in chaos theory of careers, as personal factors. Some of these career theories (Patton & McMahon, 2006; Small et

al., 2003; Witko et al., 2005) also raise social aspects as an important influence of occupational opportunities.

Implications for study

Knowing the different occupations obtained by ITE graduates can assist in re-assessing teacher attrition, as mentioned by Gilbert (2011), and determine if teacher attrition is of concern. Missing from the literature is whether the ITE qualifications supported the teachers in obtaining their alternative occupations, if their teaching skills were transferable, and if the career choices met with successful outcomes. Further research is required to confirm how the different occupations teachers obtain are linked to teaching positions. Promoting the alternative end purposes of the ITE courses may attract people to still study ITE, even when there are reports of an oversupply of teachers. This forms the basis for Research Question 1:

Research Question 1: *What career journeys do ITE graduates undertake?*

- *In what ways do ITE qualifications support graduates to obtain employment in other occupations?*
- *What teaching elements, if any, are evident in these other occupations*?

Although there is evidence that different factors influence teachers' career choices, teacher retention and recruitment is still a problem. There is little information on why teachers leave because of the difficulties in contacting former teachers once they complete their studies and, more specifically, after they leave the teaching profession. Obtaining information from the same individual about the factors that influenced their career choices to enrol in ITE courses, and to remain in or leave the teaching profession, may establish new insights. This information can be

explored against teacher attrition and retention models, as well as career theories and models, which have not previously been used to explain teacher attrition. Research is required to confirm whether ITE graduates are following a traditional career or a dynamic career that includes multiple occupations. Understanding the career decision-making processes of ITE graduates throughout their career may provide new insights into teacher retention and thus benefit future research. This topic is covered by Research Question 2 and 3.

Research Question 2: *What factors influence ITE graduates to enrol in ITE courses?*

Research Question 3: *What factors influence ITE graduates to remain or leave teaching in the K-12 school system?*

Chapter 3

Methodology

This chapter provides a justification for the selection of grounded theory to explore the career choices of ITE graduates. The theoretical perspectives from which the methodological framework was established are presented to illuminate the lenses through which the study was conducted. The chapter also outlines the research design and strategies, ethical considerations, and the limitations and delimitations of this study.

Philosophical Stance of Study

3.1.1 Ontology

This study explores how the participants have constructed meaning from their career movements thus far, and therefore has a constructionism ontological orientation. The ontological perspective situates a study with either the social world being separate from the individual or constructed by the individuals, as in constructionism (Bryman, 2012). Bryman describes constructionism as an "ontological position (often also referred to as constructivism) that asserts that social phenomena and their meanings are continually being accomplished by social actors"

(Bryman, 2004, p. 538); and that the meaning of the situation is elusive and evolves with experiences.

3.1.2 Epistemology

This study has an interpretativist epistemology, which is closely associated with constructionism ontology (Bryman, 2004; Crotty, 1998). According to Bryman (2004, p. 15), interpretivism involves the researcher's interpretation of "concepts, theories, and literature of a discipline," which are then used to interpret the individual interpretations of their actions and their social world. The intention of this study is to use my understanding of different theories and concepts, such as teacher retention and career decision-making theories, to analyse a group of participants' individual understandings of their personal career journeys.

3.1.3 Paradigm and Methodology

Grounded theory was chosen for this study because it provides a methodology suitable for exploring a social phenomenon with an aim of explaining a process (Lingard, Albert, & Levinson, 2008). The beliefs underpinning a paradigm influence the research to be conducted, the methodology used, and the analysis of the data (Bryman, 2012). Research paradigms that incorporate constructionism and interpretivism are phenomenology, ethnology, and grounded theory (Babbie, 2016a; Gray, 2014). These three paradigms were all considered and compared for applicability to this study.

Grounded theory can be used to "find new insights into old problems as well as to study new and emerging areas in need of investigation" (Corbin & Strauss, 2015, p. 11) and was therefore considered the most appropriate. Phenomenology is concerned with making sense of people's perceptions of the world to allow new

meanings to emerge (Babbie, 2016a). Phenomenology was not chosen because these studies usually involve a small number of participants associated with the phenomenon or situation being studied in depth, or over an extended period of time (Creswell, 2003; Gray, 2014).

Ethnological studies aim to discover what relationships occur between particular cultural elements including the attitudes, customs and social behaviour of a particular a particular social group; and a related behaviour (Gray, 2014). This differs slightly from phenomenology, which is more about the "human experience of the 'life world'" (Gray, 2014, p. 24) rather than culture and behaviour. Ethnology employs observations of a large number of participants at a particular site over a long period of time (Creswell, 1998; Gray, 2009). Initial teacher education graduates may have similar attitudes, beliefs, and values related to education but this may not be sufficient to consider them as a cultural group required for an ethnological study. Furthermore, this study did not aim to explore the relationships between the group and their behaviours, as in ethnological studies, nor the human experiences of the life world of careers of the phenomenology paradigm.

This study aimed to find new insights, into ITE graduates' career choices making it suitable for grounded theory. As in grounded theory, a large number of participating graduates were included to establish the breadth and diversity of career journeys undertaken by ITE graduates. This study did not intend to create an answer that was an objective, generalizable single "truth," as expected in positivism. In contrast, grounded theory studies assist to develop explanations or concepts that are, as suggested by Crotty (1998) "suggestive rather than conclusive … plausible, perhaps even convincing, ways of seeing things—and, to be sure, helpful ways of seeing things" (p. 13). Explanations surrounding the social phenomenon being studied

are identified during the data analysis process through constant comparisons of the data created (Corbin & Strauss, 2015). Grounded theory, although named as such because of the belief that theory is grounded within the data, does not require a research study to produce a theory. A concept or explanation of the phenomenon is sufficient (Lingard et al., 2008).

Grounded theory has been used extensively in sociology, nursing, and other related fields (Punch, 2006), including education. Researchers, such as Buchanan (2010), have used it to examine former teachers' reasons for leaving teaching. This shows the suitability of grounded theory for studying career journeys of ITE graduates. In addition, grounded theory research can be conducted at both the micro- and macro-theory levels (Babbie, 2016a); dealing "with issues of social life at the level of individuals and small groups" (p. 34) or with entire communities or society as a whole. This study focuses on ITE graduates at a micro-theory level.

Design and Structure of the Study

Grounded theory was used to frame this study because it provides a robust framework with a flexible methodological process. Grounded theory is "an approach that attempts to combine a naturalist approach with a positivist concern for a 'systematic set of procedures' in doing qualitative research" (Babbie, 2016a, p. 308). In line with grounded theory, this study took an inductive approach, to allow new theories and understandings to emerge through the data analysis process (Gray, 2009).

In keeping with grounded theory, a limited review of the literature in relation to teacher attrition was conducted to establish a baseline understanding of the situation being studied. A further search of relevant literature was conducted during the data analysis process. Glaser and Strauss (1967) recommend delaying the review

of related literature to avoid biases that may prevent the emergence of new themes. Strauss and Corbin (1990) suggest that researchers engage with the literature throughout the research and include "an actual interplay of reading literature and data analysis" (p. 56). This interplay is said to assist the researcher in identifying what is important to the developing theory, and to construct the theory (Charmaz, 1990). Not performing a thorough literature review, however, may undermine the process of obtaining emergent concepts and theories from the data (Dunne, 2011; Thornberg, 2012). Dunne (2011) stresses that although the researcher should engage critically with existing knowledge and literature, it is important that the data lead the research process.

A mixed method design was used for this study to support the grounded theory approach because "no one kind or source of evidence is likely to be sufficient (or sufficiently valid) on its own" (Gillham, 2000, p. 2). Grounded theory studies collect data mainly through interviews and observations but also include most other data collection methods, such as surveys (Charmaz, 2014) because it has "a highly structured but eminently flexible methodology" (Glaser, 2004, para. 7). The qualitative data were generated through interviews, and the quantitative data through three surveys. The methodological process established for the study is illustrated in Figure 3.1.

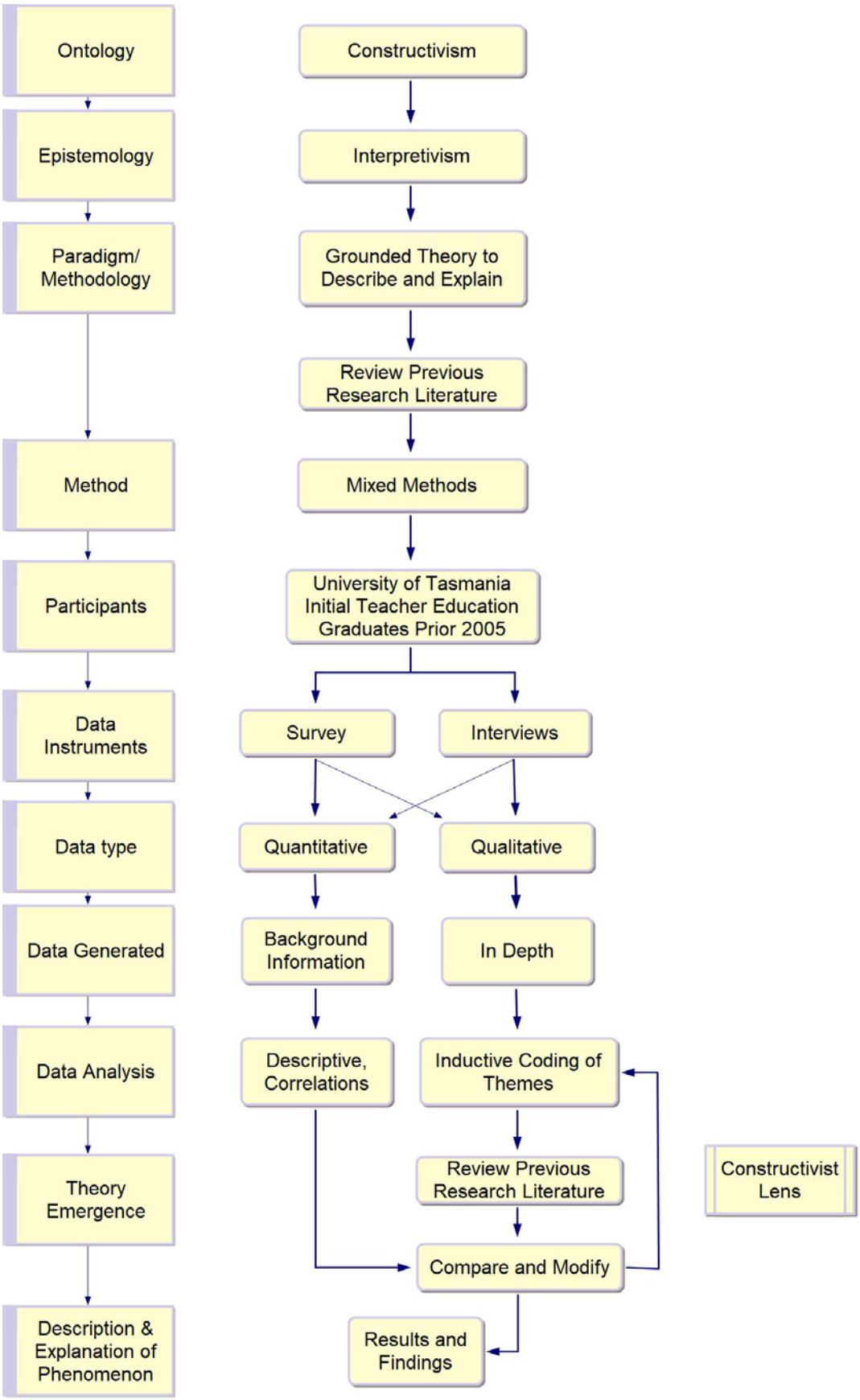


Figure 3.1. Chart illustrating the methodological process established for the study.

3.2.1 Sampling Strategy

The target population for this study included all ITE graduates from the University of Tasmania, whether they were currently teaching in K-12 schools, retired from the workforce, or working elsewhere. This allowed the study to explore part and full career journeys. Reaching the whole of any target population, however, is practically impossible (Bryman, 2004). Considering this, purposeful sampling, as suggested for grounded theory procedures (Allen, 2003), was combined with snowball sampling (Babbie, 2016a) to establish the sample population for the study.

Purposeful Sampling. In the literature related to the teaching profession, five years has been noted as a significant benchmark in teacher attrition (e.g., Harris et al., 2005), as well as the stage when most teachers develop a sense of themselves as a teacher (e.g., Katz, 1972). It was therefore deemed important to include graduates from before and after this five-year benchmark. Fortuitously, the year the survey was to be activated coincided with the university's 125 year celebrations, which included a reunion event for the Faculty of Education. The Faculty of Education's reunion event provided an opportunity to open the study to all ITE graduates. Although not the original intent of this study, this enabled the study to include ITE graduates of retirement age to explore why some ITE graduates remained in teaching in K-12 schools for the whole of their career.

The interviewees were purposefully selected from the pool of ITE_GradSurvey participants to provide a range of career journeys. The interviewees included ITE graduates whether or not, at the time of the study, they were teaching in K-12 schools. The study included more interviewees who were not teaching in K-12

schools at the time of the study because this group included retirees and were less represented in previous teacher retention literature.

Snowball sampling: Locating ITE graduates can be difficult because a high proportion of them change their contact details upon graduating (L. Kidd et al., 2015). In addition, although the response rate to web-based surveys is reported to be 34% (Shih & Fan, 2008), personal experience (L. Kidd, 2010; L. Kidd et al., 2015) has shown response rates from teachers can be considerably lower. To assist with finding the ITE graduates, snowball sampling was employed by asking participants to pass on the information to other graduates, and by making Facebook posts with information about the study and contact details. Snowball sampling has been noted to have representativeness issues (Babbie, 2016a; Bryman, 2004); however, as it only generated a small part of the sample, the effect on this study was considered low.

3.2.2 Participants

The participants of this study were ITE graduates from the Faculty of Education at the University of Tasmania who had completed any of its ITE courses. The University of Tasmania is the only university within the state of Tasmania. It currently has separate campuses in each of the three major cities: Hobart (Sandy Bay campus), Launceston (Newnham campus), and Burnie (Cradle Coast campus). The university also offers online and distance courses in Education. The university provides ITE courses at both undergraduate and post-graduate levels. These courses prepare graduates to teach in early childhood, primary, secondary, and Vocational Education and Training (VET) schools. A list of the courses and the years that they were available is reported in Table 3.1.

Table 3.1

Initial Teacher Education Degrees Available from University of Tasmania

Period available	Qualification	Campuses
1948 – 1997	Diploma of Education	Hobart, Launceston
1981 – current	Bachelor of Education	Launceston, Hobart (until), Cradle Coast, Distance
1988 – current	Bachelor of Education Honours	Launceston, Hobart (until -), Cradle Coast, Distance
1997 – 2010	Bachelor of Teaching	Hobart, Cradle Coast, Distance
1999 – 2010	Bachelor of Education (In-service)	Launceston, Distance
	Bachelor of Human Movement	Launceston,
	Bachelor of Adult and Vocational Education	Hobart, Distance
2010 – current	Bachelor of Education (Health and Physical Education)	Launceston
	Bachelor of Education (Health and Physical Education & Health Science)	Launceston
	Bachelor of Education (Health and Physical & Outdoor Education)	Launceston
	Bachelor of Education (Applied Learning)	Hobart, Distance
	Master of Teaching	Hobart, Distance
2015 – current	Bachelor of Adult and Applied Learning	Distance

3.2.3 Participant Recruitment

Invitations to participate in this study were distributed through several avenues.

1. Letters were sent to all school principals asking them to forward information about the study to their teachers, and to place a flyer on their staff notice boards.
2. The university's Alumni Office sent invitations to participate to all members who were ITE graduates from the Faculty of Education.
3. Lecturers and tutors of the Faculty of Education were asked to forward information about the study to ITE graduates with whom they may still have contact.
4. The Faculty of Education staff received information so those who graduated from the faculty were given the opportunity to participate.
5. Personal contacts. Having graduated at this university, I had email contacts of potential participants and sent invitations to participate with a link to the study's online information and survey page.
6. The 125th year university celebratory reunion event for the Faculty of Education provided an opportunity to promote this study through the event's poster display of past and present research initiatives. These events were held at all three campuses within the state and were open to all of the faculty's graduates. Research assistants were in attendance to inform attendees of the value and scope of this study. Attendees were not asked to complete the survey at the reunion to ensure that they were not coerced into participating. Paper copies of the survey with self-addressed

postage paid envelopes and business cards with the information and survey link were readily available for those interested in the study.

7. Snowball sampling was facilitated by asking all recipients of the invitations to participate in forwarding the information about the study to other University of Tasmania ITE graduates.

The invitation to participate contained an information sheet about the study (see Appendix B), which included a link to an online survey provider. Upon entering the online site, the participants were offered the choice of completing the survey and/or offering to participate in an interview. The participants were given the option to complete the survey in several forms: online, phone, or voice internet service connections, such as Skype. Mixing modes of survey completion allows participants to choose the mode they found most appealing or the easiest to access (Dillman, Smyth, & Christian, 2014) to encourage more participants to respond.

Ethical Considerations

Ethical consideration was given to all aspects of this study and approval granted by the University of Tasmania's Social Sciences Human Research Ethics Committee (H0014274). Permission to contact school principals to forward invitations to potential participants was sought from the Department of Education, Tasmania; Tasmanian Catholic Education Office; and the Independent Schools of Tasmania. Participants' consent was expressed in a variety of ways depending on their circumstances (National Health and Medical Research Council & Australian Research Council, 2007). University staff members who chose to be interviewed were informed that, even though extra care would be taken to make any information provided by them as non-identifiable as possible, the low number of staff eligible to

participate in the study would increase the likelihood of recognition in future reports and papers. The interview participants were also informed that they could elect to withdraw their data from the study without any consequences.

Initial Teacher Education Graduate Survey Instrument

The Initial Teacher Education Graduate Survey (ITE_GradSurvey) was created for this study and was designed to explore the major factors that influenced the graduates' career choices, any relationships that may occur among the demographic variables, and the types of occupations the ITE graduates obtained both before and after enrolling in ITE courses. How a survey is designed affects the quality of the data generated. Each survey, therefore, needs to be purpose driven and suit the purpose of the study for which it is created (Bryman, 2004). This study investigates teacher retention but also focuses on career choices, which has not been explored in depth previously. The details concerning the construction of this survey instrument are explained in Sections 3.4.1 to 3.4.9, with the completed survey presented in Appendix D.

Data from the Graduate Destination Survey (GradDestSurvey), and the Beyond Graduation Survey (BeyondGradSurvey), conducted by Graduate Careers Australia (2014) between 2006 and 2014 were also accessed. This provided additional information on the occupations obtained by graduates and changes that occurred after a three-year period to strengthen the findings from the Initial Teacher Education Graduate Survey (ITE_GradSurvey).

3.4.1 Development of Survey Questions

The survey instrument developed for this study was simplified by identifying and adapting questions from surveys used in previously published studies. It is common practice to use questions from previous research to create a new survey as the comparison of data over place and time increases the validity and reliability of the instruments (Bryman, 2004). Survey questions, however, are not likely to be directly transferable without critical appraisal because they are designed for the local context in which the study is to be conducted. A search of the relevant literature for this study produced several surveys with questions worthy of further assessment. Of relevance were the established surveys by the Queensland College of Teachers (QCT) (2013), L. Kidd et al. (2015), the Australian Education Union (AEU) (2008a), and Boyd et al. (2004a, 2004b, 2004c). The Queensland College of Teachers (2013) survey investigated why trained teachers were not teaching in schools within that state, whilst L. Kidd and associates (2015) examined the support received by beginning teachers as they entered the teaching profession in Tasmania. The AEU (2008a) survey generated data about current ongoing and permanent employment, and intention to leave teaching in government schools. The relationships among the type of ITE courses undertaken and the teaching positions obtained, teacher effectiveness, and teacher movement were the focus of the studies conducted by Boyd and partners (2004a, 2004b, 2004c). These surveys were selected because each had survey questions that were potentially relevant for the investigation of the career journeys of ITE graduates and were easily accessible. The reports that have arisen from the use of these established surveys demonstrate their usefulness to elicit information relevant to a study on beginning teachers, teacher retention, and teacher attrition rates. For

ease of reference, the surveys from the literature referred to in this thesis have been coded and are listed in Table 3.2 as well as in the list of abbreviations provided on page xxvi.

Table 3.2

Codes Used for Survey Titles

Survey Author/s	Survey Title	Survey Code
AEU (2008)	National beginning teacher survey 2007	AEU
Boyd et al. (2004a)	Examining teacher preparation: Does the pathway make a difference? Survey of first year teachers	NYC1
Boyd et al. (2004b)	Examining teacher preparation: Does the pathway make a difference? Survey of former teachers	NYC2
Boyd et al. (2004c)	Examining teacher preparation: Does the pathway make a difference? Survey of program graduates, Year 1	NYC3
Kidd et al. (2015)	Beginning teachers' perceptions of their introduction into the teaching profession	UTAS
QCT (2013)	Attrition of recent Queensland graduate teachers	QCT
Kidd (current)	ITE graduates' career choices and outcomes	ITE_GradSurvey

The questions compiled from the established teacher surveys were categorised and considered against each of the current study's research questions. This provided an efficient method to highlight any gaps that required additional questions. Four main categories arose from the established teacher surveys with two to five sub-categories for each category as listed below. The categories and sub-categories are cross-referenced to the established surveys in Table 3.3.

- **Background information** – Demographics, degree, and previous work experience
- **Motivations** – Factors influencing decision to: enter ITE courses, and to remain teaching, or leave teaching
- **Career pathways** –past teacher employment, current employment, current teacher employment, and future career plans
- **Reflections** – support received, job satisfaction, preparedness, and comparison of teaching and non-teaching employment

The questions were then considered for appropriateness for this study. For example, the NYC survey (Boyd et al., 2004a, 2004b, 2004c) questions related to the course undertaken were not relevant to this current study and therefore not included in the ITE_GradSurvey. In addition, the questions in the NYC study on previous occupations held were related to teaching positions only. These questions were adapted by re-wording them to include a range of alternative occupation experiences.

Table 3.3

Outline of Categories and Sub-categories Covered by Previous Surveys

Categories and Sub-categories	NYC1	NYC2	NYC3	UTAS	QCT	AEU
Background information						
Demographics	x	x	x	x	x	x
Degree	x	x	x	x	x	x
Previous Work				x		
Factors that influence career choices						
Entering teaching				x	x	
Remain teaching						
Leaving teaching		x			x	
Career Pathways						
Past teacher employment	x		x	x	x	x
Current teacher employment	x	x		x	x	x
Current non-teacher employment				x	x	
Future Career plans	x	x	x	x	x	x
Reflections						
Support received		x		x	x	x
Job satisfaction				x	x	x
Preparedness				x		x
Comparison of jobs		x				
Teacher expectations				x		

3.4.2 Background Information

The background questions included in the ITE_GradSurvey were similar to the demographic questions in the other established surveys. The demographic variables, such as age, gender, and degree gained, provide opportunities for comparisons of participant types in the data analysis process. The AEU (2008a) survey included an Aboriginal or Torres Strait Islander identity question. Only 2% of the 1,732 AEU participants identified as an Aboriginal or Torres Strait Islander. Similarly, only 1% identified as an Aboriginal or Torres Strait Islander in the *Staff in Australia's schools 2013* report (McKenzie et al., 2014). In 2016, 4% of the Tasmanian population reported having Aboriginal or Torres Strait Islander origins

(ABS, 2017b). Due to these low national and Tasmanian percentages of Aboriginal and Torres Strait Islander people, this question was not included in the ITE_GradSurvey.

The NYC (Boyd et al., 2004a, 2004b, 2004c) surveys included additional demographics such as race, English as an Additional Language (EAL), marital status, children, and income of family. English as an Additional Language was considered an important item because approximately 3,500 international students were studying at the University of Tasmania in 2013 (Council of the University of Tasmania, 2014), as well as EAL domestic students. Marital status and number of children may influence career choices as these factors may limit teachers' opportunities to travel for rural or out-of-state employment. Hence, these questions were also included in the ITE_GradSurvey. Family income was not included because the scope of the survey did not address class and income. The UTAS survey (L. Kidd et al., 2015) was the only survey that enquired into non-teaching work experience prior to studying ITE courses. As this is part of a teacher's career, this was also included in the ITE_GradSurvey.

Questions relating to the degree obtained by ITE graduates were in all the established surveys being reviewed; for example, degree/qualification undertaken, and year of graduation/completion. The AEU also enquired into whether further studies had been undertaken by the graduate. At the University of Tasmania, certain ITE courses are only available at certain campuses and, therefore, questions in this category of the ITE_GradSurvey included degree obtained, year commenced, year completed, campus attended, and further education undertaken.

3.4.3 Career Journeys

Careers are a combination of all employment and educational experiences (Baruch, 2004) and therefore include the participants' non-teaching and teaching employment, before and after graduation, as well as their future aspirations. Past employment related to teaching was collected from graduates in the NYC3 survey and, to some extent, the first-year teachers in the NYC1 survey. NYC1, and other surveys, also asked first year teachers about the type of employment for which they applied. This included questions related to location, socio-economic status, size and culture of school, conditions of the position gained, hours and fields taught. Employment questions related to the type of employment, location of employment, employment contract, and fields taught were included in the ITE_GradSurvey, with similar questions created that related to non-teacher past employment.

Non-teacher employment was addressed to a limited degree in the UTAS survey but the results have not been publicly reported. This topic is an important aspect of this present study to ascertain if ITE graduates who are not teaching in K-12 schools are still teaching in other education facilities. Teacher retention in the current literature seems to exclude ITE graduates who teach in different establishments, such as universities and registered teaching organisations, as well as those who are involved in other educational work, such as student support. The ITE_GradSurvey asked participants whether they considered themselves as teachers in their alternative occupations.

All of the established surveys being reviewed here included questions on future career plans to the extent that they asked ITE graduates and teachers how long they intend to remain in the teaching profession. This question was included in the

teacher section of the ITE_GradSurvey and was adapted for the non-teachers to allow comparisons between the different career intentions of the two cohorts.

3.4.4 Factors that Influence Career Choices

Previous research associated with teachers and teacher retention considered motivations for both entering and leaving the teaching profession (e.g., Rhodes et al., 2004). This section in the NYC3 and NYC1 surveys related to students' motivations to choose their particular teacher education courses, and did not relate to their reasons for studying to become a teacher in the first place. The NYC2 and QCT surveys included the factors that related to why teachers were leaving teaching, and in particular why they were leaving teaching in the school setting of the study (i.e., New York City/Queensland).

The ITE_GradSurvey included most of the motivational reasons from the NYC2, QCT, and UTAS surveys, which covered factors that influenced career choices to enter and leave teaching to gain an insight into changes that may occur while gaining qualifications and early in the teaching career. Additional options were also included; for example, dissatisfaction in a previous career, attendance at a particular campus, inability to study other degree choices, and employment status.

The UTAS and QCT surveys asked the participants to tick as many of the motivation statements that related to the participant. The ITE_GradSurvey constructed the motivation statements into Likert item questions, and participants were asked to indicate if the statement was true for them and rank the importance of the statement from *Very Important* to *Not Important*, or *Not Applicable*.

3.4.5 Reflections

The reflection section of the ITE_GradSurvey was intended to examine the barriers and enablers that may have influenced ITE graduates' career choices. The questions that related to this in the established surveys enquired into the type of support received, job satisfaction, expectations, and comparisons among occupations. *Support Received* was included in all the surveys except NCY1, and *Job Satisfaction* was not included in NYC2. Questions in regard to *Expectations of Teaching* were only available in the UTAS survey. NYC2 was the only survey where participants were asked to rank if their current non-teaching occupation was better than previous teaching positions, the same, or visa-versa. The majority of these reflective questions were included in the ITE_GradSurvey and were adapted to collect similar data in relation to non-teaching occupations.

3.4.6 Additional Questions

After establishing which questions from the previous surveys could be used or adapted, additional questions were created to ensure all the research questions were covered. The additional questions were mainly concerning the non-teacher occupations and covered: alternative occupations obtained after ITE graduation, whether ITE studies were beneficial to participants in non-classroom occupations, and whether the occupation or position they currently held was their preferred choice of occupation.

3.4.7 Structure of Questions

The technical aspects of a survey, such as structure of questions, survey format, and survey length, are important in the development of a survey (e.g., Babbie, 2016a; Bryman, 2004; Gray, 2009). Once the question bank had been developed,

consideration was given to the format of the ITE_GradSurvey. The ITE_GradSurvey questions of most concern structurally were those that included statements in relation to the factors that influenced participants to enter, remain, and leave the teaching profession. Although the statements in the established surveys were similar, the structure of the questions differed among and within the surveys. For example, the Queensland study asked the participants to select choices from a list of statements in one section and in another section provided Likert items for the participants to rank the level of importance. Likert items can be converted to scales to measure the participants' level of intensity on a certain issue using terminology, such as Very Important and Not Important (Babbie, 2016a; Bryman, 2004). The strength of agreement or importance of each statement, as well as between statements, can be considered during the analysis process due to the "unambiguous ordinality of response categories" (Babbie, 2016a, p. 182). The ITE_GradSurvey listed the factors that influenced career choices as statements for entering, remaining, and for leaving the teaching profession as Likert statements for the participant to acknowledge the level of importance that factor was to his/her decision. The statements were set up in separate Likert statement tables, to allow for participants to complete those relevant to their situation. A text box option was provided at the end of the Likert statements to allow participants to list any additional factors related to their circumstances that were not listed. Asking the importance of a Likert statement does not allow for the participant to acknowledge whether or not the factors actually influenced their career choices. To capture this, each Likert statement also included a Yes and No tick box to the question, "Is this factor true for you?"

The number of points included in Likert scales varies (Bryman, 2004) with most having a 4- or 5-point scale (Gray, 2014). The NYC and UTAS studies both

have 5-point scales whereas the Queensland study used a 3-point scale. The Queensland study did, however, merge the *Not Important* and *Not Relevant* categories into the one point. The ITE_GradSurvey importance scale had five options of *Very Important, Important, Somewhat Important, Not Important,* and *Not Applicable*. Bryman states that including the options *Don't Know* or *Not Applicable* in the Likert items "may prevent some respondents from doing the required thinking on an issue" (2004, p. 156). Krosnick (2002), however, noted that it was mainly participants with low cognitive skills who tended to use these headings as an opt-out option rather than as a meaningful response. The established surveys had a *Not Relevant* option in the ranking of importance. Headings of *Not Applicable* were used in conjunction with *Not Important* in this study because it was surmised that ITE graduates have the cognitive skills to use these options appropriately.

The New York City surveys provided an additional question after the Likert statements asking participants to list the statement that was most important to them. The online version of the ITE_GradSurvey was programmed to clump together any statements that the participant had marked as *Very Important* and present them in the question that followed immediately afterwards. The question asked the participant to rank up to three of these statements in order of importance. The aim of this was to gain an insight into which factors were the most important for the majority of participants.

Bryman (2004) recommends using negative statements within the Likert items to highlight any participant who may rank the statements in a consistent but irrelevant manner to the concept being measured; for example, by marking all the statements, including the negatively worded statement, as Important. In contrast, Brooke (1996) expresses the need for simplicity to prevent survey fatigue. The survey for this study

used positive statements for all the Likert statements apart from the Likert statements related to leaving the teaching profession. Some of the statements for leaving teaching were expressed with negative wording because it was expected that participants might be more likely to leave if they felt they were not suited to teaching or not able to find a suitable teaching position.

3.4.8 Survey Format

When the survey was being created in the computer program, it became apparent that the flow of the survey would involve a large number of conditional logistics; especially the *if-then* options, which branched to other questions. This, along with human error factors, can cause pathways to be linked incorrectly making the survey invalid. Dividing the survey into two survey parts reduced the number of complicated loops required and allowed for the diversity among the ITE graduates' careers. The survey link, which allowed access to the survey, directed all participants to the first question of the survey. This had information about the current study to allow people directed to the survey by snowball sampling the opportunity to gain more information on the study. This part also provided the participants with the choice to continue and complete the survey online; request a paper, phone, or internet survey; or participate in only the interview section of the study. If the participant chose to continue with the online survey they were then asked to state whether or not they were currently teaching in the K-12 school system. The response to this subsequent question directed the participant to one of two sets of questions: one for the K-12 teachers and one for the non-K-12 teachers. Separating the questions reduced the need for as many loops within the survey and reduced question skips and

if-then logic. The two subsets of the ITE_GradSurvey were together considered as one survey.

The survey program was set so that it was not compulsory to answer all the questions. This was done purposefully, first, to save the frustration of not being able to skip a question, and second, a position was taken that no answer is better than an answer that was completed falsely by the participant so that he/she could move on to the next question creating bias in the data. It was thought that not being able to skip questions may also lead to some participants abandoning the survey. Non-response replies were removed from the total number of participant responses when analysing the data. This complicated the data analysis process and presentation of the results to a certain degree; however, the data were more reliable.

To highlight any participants who may have completed the survey more than once, as might be the case if they received multiple invitations, a code box was presented at the beginning of the survey. The code was created by the participant using the first three letters of both their current street name and mother's maiden name. This code also allowed the survey information to be re-identified if the participant was later interviewed and willingly provided the code to the interviewer. Since questions about the participant's degree, campus, and graduation year were asked, the researcher could cross-reference the data to check if any of the participants who completed the survey were not part of the target population.

Consideration was given to the number and the difficulty of the questions to counter potential low response rates (Rea & Parker, 2014). Rea and Parker (2014) suggest a maximum of 15 minutes for a web-based survey, 20 minutes for a phone survey, and 30 minutes for mail or paper surveys. It was estimated that the ITE_GradSurvey would take around 20 minutes to complete, which was considered a

good estimate by the eight former teachers completing the pilot survey. Although the suggested time was longer than the recommended time by Rea and Parker, the ITE_GradSurvey consists of low-difficulty questions, with the majority presented as Likert statements. There was also an opt-out point around the 15-minute mark for those who did not want to continue with the support questions.

3.4.9 Activation of Survey

Consideration was given to the timing of the survey's activation period to achieve optimal return from teachers. The survey was activated and invitations were sent out in March 2016 shortly after K-12 schools had begun for the year. This time was considered optimal because the teachers would be settled in their new classrooms but not too overwhelmed with teaching commitments to respond to the request. At the end of the survey, participants were encouraged to pass the study information and link on to other colleagues as part of the snowball sampling. The survey remained active for 12 months to allow for this snowball sampling to take effect.

3.4.10 Content Face Validity

Checking content validity establishes if meaningful insights can be established from the responses obtained (Creswell, 2003). Before the ITE_GradSurvey was activated, it underwent several procedures to ensure accuracy, reliability, completeness, and logical sequence for content validity purposes. First, test runs of the online survey were performed for the equivalent of 20 participants to ensure all the logic flows were connected and linked correctly. Second, the survey was completed by eight former teachers, three of whom were university lecturers, to confirm accuracy, reliability, and completeness of the questions. These former teachers were not eligible to participate in the final study because they did not

graduate from ITE courses at the University of Tasmania. The representativeness of the potential sample, therefore, was not compromised, which would have been the case if eligible participants were used for the testing, as noted by Bryman (2004). The pilot participants were asked to complete both non-teaching and teaching sections of the survey, if they were willing. The testers were asked to report on the language appropriateness for ITE graduates, survey length, question complexity, logic flow, and completion time.

Feedback from the pilot participants was very positive with comments like "there are complicated aspects of a teacher's career but you seem to have simplified them appropriately." The most critical feedback was in relation to the question where participants were asked to rank the most important items from the Likert items that they had indicated as *Very Important*. This originally required the participant to move the items that they had selected as *Very important* into the order of importance. Since this seemed to be creating issues for the testers of the surveys, the question was changed so that participants were only required to indicate rankings by adding a number next to the items shown. There were some minor typographical errors, and inconsistencies among the wordings of the K-12 Teacher and non-K-12 Teacher questions, which were adjusted. There did not seem to be any issues with the logical links within the survey.

The manner in which the construct reliability and validity of the ITE_GradSurvey was conducted is discussed in data analysis procedures in Section 3.7.1 and in Appendix F, and the results of those tests are presented in appendices G-L.

Graduate Destination Survey and Beyond Graduation Surveys

The data from GradDestSurveys for the years 2010 to 2014 inclusively, and the BeyondGradSurvey for 2013 and 2014 were drawn upon for triangulation purposes. The two surveys are organised annually by Graduate Careers Australia (GCA) (GCA, 2014) to investigate employment activities experienced by all Australian graduates. The GradDestSurvey is completed within six months of graduation and these participants are then asked to complete a second survey, the BeyondGradSurvey, three years after the completion of their studies (GCA, 2016). The 2013 BeyondGradSurvey participants were respondents from the 2010 GradDestSurvey and the 2014 BeyondGradSurvey participants were respondents from the 2011 GradDestSurvey. The survey questions covered areas such as "participation in further studies, full- or part-time employment, whether they were seeking employment, or unavailable for work or study" (GCA, 2014, p. iv). The University of Tasmania distributes these surveys to its graduates and, therefore, the surveys have the scope to include graduates who have since moved overseas. The information received from these two external surveys added to the ITE_GradSurvey data on the different occupations ITE graduates obtained and the types of changes that occurred within three years of graduation and included degree obtained, occupation held, duties, business name of employer, industry, and industry type.

Interviews

The framework for the semi-structured interviews for this study included a few starter questions that related to the different aspects of the interviewees' career

such as expectations, reality, ideality, and future aspirations. The interview questions, as suggested by Charmaz (2014), were kept to a minimum and were flexible to allow the interviewee to retell his/her experiences without influence from the interviewer. Although the main questions that focused on the career aspects were asked of every interviewee, similar to a structured interview (Fontana & Frey, 2003), the questions were not necessarily presented in the same order across all participants. The order in which the questions were presented depended on the flow of the interview conversation, making it semi-structured. Scheurich, (1995) states that during the interview interaction an interview with "a constructionist perspective seeks to interpret the moment-by-moment unfolding of [the] co-constructed meaning" (p. 249). Additional questions were asked during the interview to assist with this process; however, as suggested by Seidman (1991), opportunities to generate the required and deeper explanations were only taken at suitable stages of the interviews.

Retrospective questions related to the ITE graduates' past career experiences and intentions were worded in a manner to assist the interviewee to reconstruct their past rather than to simply remember events, as suggested by Seidman (1991). Reconstruction of the past still relies on memory, but, as Seidman states, it also incorporates "what the participant now senses is important about the events" (1991, p. 66) and it is therefore "better to go for that reconstruction as directly as possible" (1991, p. 66). For example, the Year 10 Career Intention question was worded as "What was your career intention in Year 10?" rather than "Do you remember what your career intentions were in Year 10?" The semi-structured interview starter questions are presented in Appendix E.

3.6.1 Conducting the Interviews

The interviewees were respected throughout the interview process. The semi-structured interviews were conducted in a flexible manner and guided by the starter questions, as recommended by Bryman (2012). Fontana and Frey (2003) stress the importance of the interviewer being able to understand the language and the culture of the interviewees as well as to gain their trust and establish a rapport with them. My teaching background enabled me to understand the language and terminology used by the interviewees when they discussed issues and policies in reference to the K-12 school system. My limited classroom teaching experiences also assisted in gaining trust and building rapport with the interviewees, whether or not they were teaching.

The interviewees were listened to attentively, which, as Glesne and Peshkin (1992) state, assists to build a rapport with them. In fact, listening is considered by Seidman (1991) as "the most important skill in interviewing" (p. 56) and involves listening to what is being said, listening to understand what is behind what is being said, and to determine whether sufficient details have been generated for the purpose of the interview. These listening elements were considered during the interviews.

The interviews were recorded, with the interviewees' permission, to allow me to listen actively to the conversation throughout the interview rather than taking notes. Silverman (2003) explains that recording interviews has many benefits because they are more accurate than notes taken and they can be replayed for transcription purposes. Replaying the transcription allows for a more detailed analysis and sequences of utterances can be studied for deeper meaning (Silverman, 2003). Small digital voice recorders were used to ensure that the devices were relatively inconspicuous. These were pre-tested to ensure background noise did not interfere

with the recordings, as suggested by Roulston (2010). After each interview, the voice file was downloaded and stored on a password protected computer in preparation for transcription and data analysis procedures.

Quantitative Data Analysis

Quantitative data analysis is performed to establish whether relationships exist between the variables of the study (Denzin & Lincoln, 2003). Quantitative data for this study included the responses from the ITE_GradSurvey, and the data provided by the University of Tasmania from the GradDestSurvey and BeyondGradSurvey. The ITE_GradSurvey is discussed first because it was the main source of quantitative data. The data generated from the ITE_GradSurvey in relation to support received were not included in this thesis for two main reasons. First, support received was not raised in the interviews as a deciding factor. Second, as in grounded theory, the direction of the study changed somewhat from recent ITE graduates' career choices to the whole career journey of the ITE graduates and their decision-making processes. The data generated on support received, however, has the potential to be published as a separate journal article.

3.7.1 Initial Teacher Education Graduate Survey

A cross-check of Graduation Year, Course Gained, and Campus was conducted and it became apparent that two of the survey participants were not part of the sample population. Their data were removed. Construct reliability and construct validity tests were conducted to establish the robustness of the new Initial Teacher Education Graduate Survey (ITE_GradSurvey) before other data analyses were performed. Construct validity relates to the degree to which the survey items

"measure the hypothetical concepts" included in the survey (Creswell, 2003, p. 157). The survey questions related to *Factors Considered to Influence Career Choices*, and *Perceived Importance of Factors that Influence Career Choices* were analysed separately, with each of these sections containing three sub-sections: *To Enrol in ITE Courses, To Remain Teaching in K-12 Schools,* and *To Leave Teaching in K-12 Schools,* as indicated in Table 3.4.

Table 3.4

Sub-sections of Initial Teacher Education Graduate Survey

Sub-section labels	Code
Factors considered to influence career choices to enrol in ITE	CE
Factors considered to influence career choices to remain teaching in K-12 schools	CR
Factors considered to influence career choices to leave teaching in K-12 schools	CL
Perceived importance of factors considered to influence career choices to enrol in ITE	IE
Perceived importance of factors considered to influence career choices to remain teaching in K-12 schools	IR
Perceived importance of factors considered to influence career choices to leave teaching in K-12 schools	IL

Rasch modelling was used for construct validation of the instrument, as suggested by Bond and Fox (2007), because it "works hand in hand with the investigator to determine the extent to which the data actually measure the construct under examination" (p. 270). The Rasch model treats the sample of the measures as the population and, therefore, the lower number of responses was not considered as an issue (Linacre, 2017). The partial-credit Rasch model is preferred for analysing categorical data with more than two response categories, such as Likert scales, because it allows for some of the response categories to be empty (Bond & Fox, 2007). This is important because participants do not necessarily use all the Likert statement response categories available in a survey. The partial credit within the

Rasch model analysis provided a fit to the model of both the survey items and the person, which determines the construct validity of the instrument (Wright & Maters, 1982 as cited in Cruickshank, Pedersen, Hill, & Callingham, 2015). The information-weighted mean square value, or infit, is normally used to measure the fit of the model (Cruickshank et al., 2015). The Partial-credit Rasch analysis was conducted in Winsteps 3.93.0 Rasch-model computer program (Linacre, 2017). Full descriptions of the construct validity tests conducted and the analyses process of these tests are presented in Appendix F. The Rasch scores and the assessment of these scores are presented in Appendices G-L. Overall, the scores were considered acceptable for five of the six survey constructs. The validity for the survey construct used to measure the *Perceived Importance of Factors Considered to Influence Career Choices to Leave Teaching in K-12 Schools* was not supported due to the number of Not Applicable and missing responses. Although disappointing, this is not entirely unexpected considering the limited research previously available on teachers who have left the profession. It also indicates that other more important factors were missing from the survey. Since the instrument was considered not to measure the perceived importance of factors influential to career choices to leave teaching, the results have not been considered in this thesis.

The construct reliability of a survey instrument is its ability to produce stable and reliable responses when repeated. A high construct reliability score for Items or Persons "means that there is a high probability that persons (or items) estimated with high measures actually do have higher measures than persons (or items) estimated with low measures (Linacre, 2017, p. 665). Cronbach's Alpha is an alternative test that measures the degree to which items within the survey measure the same concept as the other items (Nunnally, 1978). The Cronbach alpha (KR-20) person raw score

"test" reliability was also conducted through the Winsteps program. The results confirm that the six sub-sections included in the *Factors Considered to Influence Career Choices* of ITE graduates and the *Perceived Importance of Factors Considered to Influence Career Choices* would receive similar responses if conducted in similar studies.

Other data analyses conducted in Excel spreadsheets included descriptive statistics, such as frequency of occurrences and percentages. This was used mainly for the demographic information. A correlation analysis was performed, with the use of the statistical analysis software program SPSS, Version 22, to understand what Pallant (2013) describes as the "strength and direction of the linear relationship" (p. 128) between variables. These were conducted to ascertain if there were any such relationships between variables such as age, gender, and degree obtained. Chi-square tests for independence and relatedness were also performed using SPSS on the factors that influenced career choices: a) to enrol in an ITE course, b) to remain as a K-12 teacher, and c) to leave the teaching profession. This Chi-square test analyses the relationship between two categories (Coakes, 2013). This test was used to highlight any significant differences that occurred in the factors that influenced career choices between Teachers and Non-Teachers.

The Rasch-Thurstone thresholds were also used to assist with the grouping of the factors that influenced career choices in accordance to the level of perceived difficulty to endorse the importance of that factor. The Rasch-Thurstone thresholds allow for the items in each concept to be grouped by cumulative response categories (Linacre, 2017). Linacre (2012) explains that the threshold for each group is located "where the probability of being observed in any category below the threshold is the same as the probability of being observed in any category above it" (p. 14). This

probability was taken into consideration during the qualitative analysis of the grouping levels, which developed a conceptual framework for factors considered to influence career choices, and the perceptions of the importance these factors had on career choices of ITE graduates. The categories, factors, factor numbers and codes are presented in the sections relevant to each of the survey constructs. For example, the categories and factors for *Factors Considered to Influence Career Choices to Enrol in ITE Courses* are presented in Table 9.1 in Chapter 9. The Non-Teachers who indicated they were retired were considered as a separate group to determine if their responses influenced the results because they entered the teaching profession on a studentship, and some decades earlier than those who were not retired. Overall, there was minimal difference in the results when separated into Retired and Non-retired; however, the results have been reported when deemed appropriate.

3.7.2 Graduate Destination and Beyond Graduation Surveys

The data from the GradDestSurveys and BeyondGradSurveys were received in Excel spreadsheets. The graduates from post-graduate teacher education courses or other courses not considered as Initial Teacher Education (ITE) degrees were removed from the data. Simple analysis was conducted to determine what occupations these graduates obtained and the changes that occurred over three years. Qualitative coding of the occupations determined four groups of occupations to assist with the quantitative analysis. The four categories were: (a) *Teaching*, for those teaching within K-12 School System; (b) *Other Teaching Positions*, for those teaching in environments other than K-12 schools; (c) *Education Related Positions*, for those employed in the education field but not teaching; and (d) *Alternative Occupations*, for all other occupations. The K-12 school system was used as a closed

category because it covered only teaching in the K-12 school system in Tasmania. Although the University of Tasmania offers an ITE course for Early Childhood, and another for Vocational Education and Training, in the earlier stages of this study an ITE degree was not required for teaching in these fields. The graduates who listed themselves as employed as an Early Childhood/Childcare teacher/educator or as a TasTAFE/VET teacher, but not within K-12 schools, were therefore categorised under *Other Teaching Positions*. *Other Teaching Positions* and *Educational Related Positions* categories were open as there was some overlap. For example, the survey responses listed as a child carer that did not mention teaching in the duties list were categorised as *Educational Related Positions* occupations. Frequency and percentages were then calculated of the category types in a similar manner to the ITE_GradSurvey data.

Qualitative Data Analysis

Qualitative data analysis addresses "how social experience is created and given meaning" (Denzin & Lincoln, 2003, p. 13). In contrast to quantitative data, qualitative analysis is a "non-numerical examination and interpretation" (Babbie, 2016b, p. 382) of the data to gain an understanding of the patterns and meanings behind them. The qualitative data for this study were generated through interviews and responses from the open-ended questions in the ITE_GradSurvey.

3.8.1 Transcription of Interview Data

The interviews were transcribed personally to gain a deeper understanding of the data generated. Following Roulston's (2010) suggestion, stutters and other non-contextual utterances, such as "um," "ah," and any side talk not related to the topic,

were omitted if considered unnecessary for data analysis for clarity and readability. In accordance with Bucholtz (2000), the quality of the transcriptions was checked by listening to the recording of the interview while reading the transcript after a time span of one week. An example of a transcribed interview is included in Appendix M.

3.8.2 Coding of Qualitative Data

A computer assisted data analysis system, NVivo, was used to help manage the qualitative data from the interviews during the coding process. Although considered a data analysis system, NVivo does not actually analyse the data but assists in the management of data by simplifying the classification, sorting and arranging of the data (Bazeley & Jackson, 2013; Wickham & Woods, 2005). Bazeley and Jackson (2013, p. 2) assert that this simplified management of data allows for "an increased focus on ways of examining the meaning of what is recorded." To begin, each interview transcription source was given a specific case code in preparation for theme coding. This allowed for the data to be manipulated in various ways without losing track of the interviewee from which the data arose. The qualitative data from the ITE_GradSurvey open-ended questions were managed in Excel due to the limited number and short length of the responses.

In keeping with grounded theory (Babbie, 2016a), the qualitative data from the interviews and open-ended survey data were coded using inductive explanatory patterns observed whilst examining and questioning the data. As advised by Seidman (1991), this was conducted with an "open attitude, seeking what emerges as important and of interest" (p. 89). Coding of the interview data using NVivo allowed for all the data segments about a particular theme to be gathered together in separate nodes so that they could be understood in a new context, as recommended by Richards (2005).

A node is a type of computer folder within NVivo that allows the data to be stored, referenced, and hyperlinked back to the data source (QRS International, 2015). The inductively produced codes and sub-codes covered factual, topical, and analytical topics, as advised by QRS International (2015), and labels and interpretive concepts, as suggested by Blazeley and Jackson's (2013).

The coding process of the qualitative data followed Glaser and Strauss's (1967) constant comparative method of qualitative analysis, which is similar to what Charmaz (2014) calls initial coding. The interviews, therefore, were coded into as many codes as emerged from the interview transcriptions. This involved identifying key points, rather than coding each word or groups of words as required in axial coding suggested by Strauss and Corbin (1998). For example, the code of *Financial* factors that influenced career choices emerged from "I could get a scholarship," "The financial security was a big factor for me," and "That allowed me to save money for my passion in life – travelling." The data assigned to each code was linked to a node, both of which were given the same descriptive name, such as *Financial*.

The inductive codes originally reflected questions asked in the interview relating to the different stages of the interviewees' career. These included: *Proposed Career* (Year 10 aspirations), *Previous Career* (before entering ITE course), *Past Career* (after ITE course), *Present Career* (current occupation), *Future Career* (possible future occupations), *Ideal Career* (what they would have preferred), and *Retirement* (when do they envisage retiring). As the data analysis continued, these codes were later changed to reflect sections of the career journey; *School to ITE, ITE to Teaching, Teaching to Current Position,* and *Changes in Career Experiences*.

The constant comparison of the code properties indicated that certain codes could be integrated with other related codes (Glaser & Strauss, 1967). For example,

the codes of *Financial*, *Health Issues*, and *Personal Skills* became sub-codes and were integrated into a main code of *Personal*. Coding in this manner differs from the formal axial coding in that the analytical process is more emergent and reflects the interpretation made from exploring the data in depth (Charmaz, 2014).

The nodes created from the coding procedure of the interview data formed a hierarchical system of codes and sub-codes as shown in Table 3.5. The parent nodes, or folders, were used to store the main codes, and the descendent nodes stored the sub-codes (QRS International, 2015). Once established further, some of the descendent nodes, and therefore sub-codes, were re-organised further to create grand-descendent nodes. For face validity purposes, a sample of the parent nodes, descendant nodes, grand-descendent codes, and the rules used for coding the data into these nodes are available in Appendix N.

Table 3.5

Sample of Node and Code Relationships

Parent node/code	Descendent node/sub-code	Grand-descendent node/sub-code
Personal		
➢	Career Advancement	
	➢	Further studies
	➢	Other Careers
	➢	Promotion
	➢	Time to move on

3.8.3 Face Validity of Qualitative Data

Wickham and Woods (2005) advise that NVivo can create reports to demonstrate the transparency and rigour of the research process so that "variations in the data analysis process can … be more readily identified, detailed, and explained by the researcher" (p. 698). Consistent self-checking of coding procedures ensured that personal beliefs and opinions did not create a bias in the data analysis. Coding

stability checks were conducted by re-reading each code and re-coding 10% of the transcriptions after one week's lapse to identify any inconsistencies that may have occurred. The coding comparison between the two coding timeframes showed a high agreement percentage (90.28%- 100%) indicating that around the same percentage of the transcription was coded to nodes on both occasions (Bazeley & Jackson, 2013). Research memos of theoretical links, code meanings, and other important thought processes of the coding procedure were stored in NVivo. As Morse and Richards (2002) acknowledge, this allowed for further confirmation of integrity in the analysis process.

Concluding Remarks

Grounded theory was considered pertinent for this study. The "highly structured but eminently flexible methodology" of grounded theory facilitated a mixed method approach to this interpretivist study. The mixed method approach was chosen to allow for insight into the complexity of career journeys and factors that influence career choices to be explored in depth. The flexibility of grounded theory allowed for additional participants, the retired K-12 teachers, to be involved in the study. This opened up the study to explore areas not previously conducted in teacher retention. The grounded theory methodology also permitted the data analysis procedures to be adjusted to suit the data received. Upon collection of the data, Rasch testing was deemed more relevant for factor analysis of the Likert statements than SPSS.

Chapter 4

Demographics

The demographics of the survey participants and interviewees are described first to provide background information on the population sample included in this study. The survey participants include those who responded to the Initial Teacher Education Graduate Survey (ITE_GradSurvey), the Graduate Destination Surveys (GradDestSurveys) for 2010-2015 inclusive, and the Beyond Graduation Surveys (BeyondGradSurveys) for 2013 and 2014. Although all but two of the interviewees completed the ITE_GradSurvey, the demographics of the interviewees are reported as a separate group. Due to the nature of anonymised data, it is not known if any of the interviewees, or ITE_GradSurvey participants completed the GradDestSurveys or the BeyondGradSurveys.

Demographics of Participants and Interviewees

In this study, the most relevant demographic to be considered, and therefore reported first, is whether or not the survey participants and interviewees were teaching in the K-12 school system at the time the data were created. Considering these data first, facilitates comparisons between these groups when necessary. For this study, those who were teaching in the K-12 school system at the time the data were generated have been labelled as Teachers, and those who were not, as Non-Teachers. Although the latter group is named Non-Teachers, many of them were still employed in other teaching roles outside of the K-12 schools. The different occupations held by ITE_GradSurvey Teacher and Non-Teacher participants are reported in Chapter 5.

4.1.1 Employment Status

The main quantitative data for this study were generated from the ITE_GradSurvey. There were 90 ITE graduates who completed the survey, however, two respondents were awarded their ITE degrees through other universities, which rendered them illegible to participate. After the removal of their data, the final sample comprised 88 participants. Of these 51 (58%) were Teacher participants and 37 (42%) were Non-Teacher Teacher participants, 14 of whom stated that they had retired.

Other quantitative data were generated through the GradDestSurvey and BeyondGradSurvey. Overall, 877 University of Tasmania's Faculty of Education ITE graduates completed a GradDestSurvey between 2010 and 2015, and 30 of these graduates also completed a BeyondGradSurvey. There were two GradDestSurvey participants who did not state their employment status. Of the 875 GradDestSurvey

participants involved in this study, 609 (70%) were Teachers and 266 (30%) were Non-Teachers. The BeyondGradSurvey participants consisted of 23 (77%) Teachers and 7 (23%) Non-Teachers. Table 4.1 details the number of Teachers and Non-Teachers by year for the all the GradDestSurvey and the BeyondGradSurvey.

Table 4.1

Teacher and Non-Teacher Participants

	2010	2011	2012	2013	2014	2015	Total
GradDestSurvey							
Teachers	98	96	84	137	121	73	709
Non-Teachers	33	42	51	51	57	32	166
Totals	131	138	135	188	178	105	875
BeyondGradSurvey							
Teachers	-	-	-	6	17	-	23
Non-Teachers	-	-	-	4	3	-	7
Totals	-	-	-	10	20	-	30

The 23 interviewees were selected from the pool of ITE_GradSurvey participants who offered to be interviewed. Two others opted not to complete the survey but agreed to be interviewed. The interviewees were selected purposefully to provide a range of different career journeys as discussed in 3.2.1. The participants selected for the interviews were represented by eight (32%) Teachers, nine (36%) Non-Teachers working in alternative employment, and eight (32%) retired Non-Teachers. The majority of the interviews were conducted face-to-face (n=21), with the others being conducted by phone (n=2), voice internet service connection (n=1) and by email correspondence (n=1). To introduce the interviewees, their pseudonym names, and current occupations are presented in Table 4.2.

Table 4.2

Details of Interviewees

Pseudonym	Pathway to Initial Teacher Education	Current occupation
Ailsa	Employment, university	Teacher
Alex	Employment	Teacher
Christine	Year 12	Teacher – AP
Katharine	University, employment	Teacher
Paul	University	Teacher
Steve	University	Teacher – AP
Stuart	Employment, university	Teacher
Trudie	Year 12	Teacher – AP
Angela	Employment, university	Further studies
Clive	Year 12	Retired teacher
Damian	Employment, university	Education related
Emily	Year 12	Further studies
Emma	Year 12	PA school, mother
Isaac	Year 12	Retired teacher
Jackie	University, employment	Researcher mother
Jenny	Employment	Retired teacher
Barry	Year 12	Retired teacher
Louise	Year 12	Retired teacher
Maree	Year 12	Retired teacher
Merv	Apprentice, employment	Retired teacher
Neil	University	Retired teacher
Robyn	University	Retired other teacher
Sarah	Employment, university	Research assistant
Sharyn	University	Hospitality, mother
Sue	University, employment	Admin school

4.1.2 Decade of Graduation

The ITE_GradSurvey participants graduated in ITE courses provided by the University of Tasmania between the years 1960 and 2015. Forty-one percent (n=36) graduated in the 10-year period from 2006 to 2015. This longitudinal timeframe allowed for comparisons over time, and for current trends to emerge from the data. The decade in which the participants graduated are presented in Table 4.3.

Table 4.3

Decade Degree Obtained by Initial Teacher Education Graduate Survey Participants

	ITE_GradSurvey			
	Teacher	Non-Teacher	Total	
Decade	*n*	*n*	*n*	%
1960s	-	6	6	7%
1970s	2	6	8	9%
1980s	6	3	9	10%
1990s	9	6	15	17%
2000s	24	10	34	39%
2010s	10	6	16	18%
Totals	51	37	88	100%

The GradDestSurvey and the BeyondGradSurvey participants all graduated in the same decade that of 2010, as previously noted in Table 4.1. The participant's data from the BeyondGradSurvey were compared with their matching data from the GradDestSurvey. The number of BeyondGradSurvey participants was low, however, the comparisons between participants' occupations were considered beneficial to the study. Cohen, Manion, and Morrison (2011) advise that 30 participants is a very small number of participants for statistical analysis; however, they also acknowledge that "sample size is a matter of judgement as well as mathematical precision" (p. 147). The statistical analyses conducted on all the surveys in this study were chosen with consideration of the sample size. The small sample size of the BeyondGradSurvey was considered sufficient for the data to be included considering only descriptive analysis was required.

The interviewees contained graduates from 1964 to 2011. Of these, 30% graduated in the 10-year period between 2006 and 2015 inclusively. As shown in Table 4.4, the Non-Teacher interviewees were graduates from all the decades represented, whereas the Teaching interviewees only included graduates from 1990s

and 2000s. This was because there were no Teacher ITE graduates from the earlier decades who offered to be interviewed.

Table 4.4

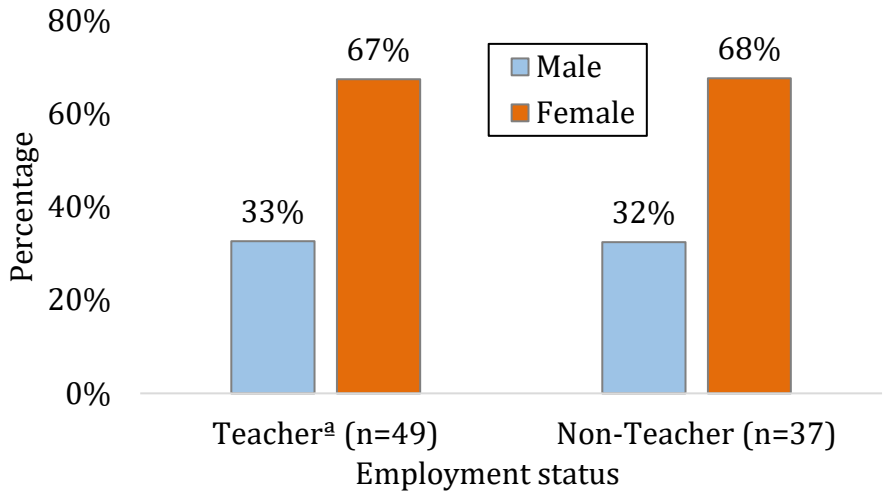
Decade in which Degree was Obtained by Interviewees

	Interviewees			
	Teacher	Non-Teacher	Total	
Decade	*n*	*n*	*n*	%
1960		2	2	9%
1970		3	3	13%
1980		1	1	4%
1990	3	3	6	26%
2000	5	4	9	39%
2010		2	2	9%
Totals	8	15	23 [a]	100%

[a]Two interviewees did not complete the survey.

4.1.3 Gender

There were more female (67%, *n*=58) ITE_GradSurvey participants than male (33%, *n*=28) participants. Two ITE_GradSurvey participants did not state their gender. The proportion of female teachers in this study is slightly lower than that reported by the ABS (2017a) for 2016: 71% nationally and 69% of Tasmanians. The ratio of female to male ITE_GradSurvey participants for both Teacher and Non-Teacher sub-groups was similar to overall figures, as presented in Figure 4.1. The gender of the GradDestSurvey and BeyondGradSurvey participants were not supplied. The interviewees consisted of 15 (60%) females and 10 males (40%). Although the gender proportions for the ITE_GradSurvey and interviews vary slightly, they are similar to the general teaching population figures reported by the ABS (2017a). This similarity in gender provides validity to the study.



[a] One ITE_GradSurvey Teacher participant did not indicate gender.

Figure 4.1. Gender of Initial Teacher Education Graduate Survey; Teacher and Non-Teacher participants

4.1.4 Age

According to the ABS (2003), the median age of school teachers in 2001 was 43 years. Although more recent information is not readily available from the ABS, McKenzie and associates (2014) report that, in 2013, the average age for teachers was 43.8 years in primary schools and 45 years in secondary schools. Overall, the ITE_GradSurvey participants' age profile was comparable to the general teacher population noted in both these reports, especially after the consideration of the inclusion of retired Non-Teachers. The median age-group of the ITE_GradSurvey participants was the 40-49 years of age. Table 4.5 shows the breakdown of the age-groups represented by Teacher and Non-Teacher participants of the ITE_GradSurvey. The Non-Teacher median group was the 50-59 age-group, with 62% (*n*=23) over 50 years of age. The higher median is to be expected because the Non-Teachers included retired participants who were over 60 years of age.

Table 4.5

Age-group of Initial Teacher Education Graduate Survey Participants

	Teacher[a]		Non-Teacher		Total	
Age-group	*n*	%	*n*	%	*n*	%
20-29 years	9	18%	4	11%	13	15%
30-39 years	14	28%	4	11%	18	21%
40-49 years	18	36%	6	16%	24	28%
50-59 years	9	18%	6	16%	15	17%
60+ years	-	-	17	46%	17	19%
Totals	50	100%	37	100%	87	100%

[a] One Teacher participant did not respond

The ages of the 23 interviewees who completed the ITE_GradSurvey ranged from 20 years of age to beyond retirement age of 60+ years of age. The median age-group for these interviewees was the 40-49 age-group. None of the Teacher interviewees were from the 20-29 age-group or older than 59 years. This was mainly because none of the 20-29 aged Teacher participants offered to be interviewed, and there were no ITE_GradSurvey Teacher participants 60 years of age or over.

There were two Non-Teacher interviewees who did not complete the survey; however, although their ages are not definite, they can be confidently estimated from the information provided at the interview. One of these interviewees was included in the 60+ age-group because he was retired and had studied the DipEd, and the other was likely to be in her late 40s because she had completed around 30 years of employment since Year 12 (18 years old). The median age-group for the Non-Teacher interviewees was 50-59 years. Eight of the Non-Teacher interviewees were retired and from the 60+ age-group as presented in Table 4.6. The ages of the participants of the GradDestSurvey and BeyondGradSurvey were not included in the data provided for this study but would be lower than that of the interviewees as they were recent ITE graduates.

Table 4.6

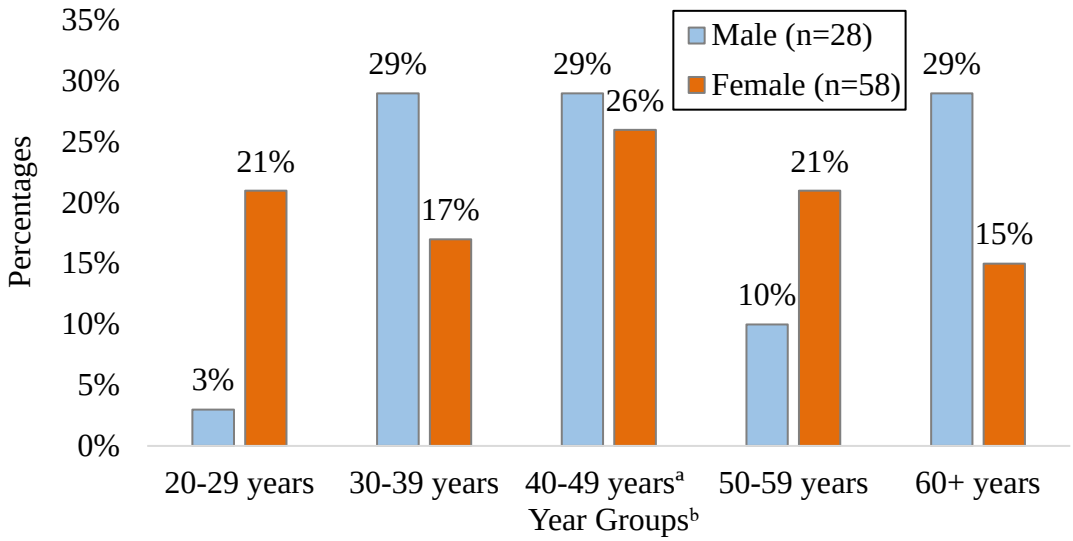
Age of Interviewees

	Teacher		Non-Teacher		Total	
Age-group	*n*	%	*n*	%	*n*	%
20-29 years			1		1	
30-39 years	3		2		5	
40-49 years	4		3+1[a]		8	
50-59 years	1		2		3	
60+ years			7+1[a]		8	
Totals	8		17		25	

[a]+1 indicates interviewee did not complete the ITE_GradSurvey and age determined through interview.

4.1.5 Age and Gender Comparison

Although the median for both male and female participants is in the 40-49 year age profile, Figure 4.2 shows that there was a larger proportion of males in the 30-39 years (n=8, 29%) and 60+ years (n=8, 29%) age profiles in comparison to females (n=10, 17%; and n=9, 15% respectively). The largest variance in gender and age, however, was in the 20-29 years of age-group with there being considerably more females (*n*=12, 21%) than males (*n*=1, 3%).



[a] One participant in the 40-49 Years of age-group did not provide gender details.
[b] One participant did not provide age or gender.

Figure 4.2. The gender and age-groups of the participants of the Initial Teacher Education Graduate Survey.

4.1.6 English as an Additional Language

A question on English as an Additional Language (EAL) was included in the ITE_GradSurvey because there were a high number of international students studying at the University of Tasmania (Council of the University of Tasmania, 2014). There were two ITE_GradSurvey participants who stated that they had English as an additional language. Although there were not many EAL students in the study, they were at least represented in the ITE_GradSurvey. The information received from the GradDestSurvey and BeyondGradSurvey did not include language background. Language background was not discussed during the interviews; however, the ITE_GradSurvey data of 23 interviewees showed that these all had English as their first language.

4.1.7 Initial Teacher Education Qualifications Gained

The study included graduates of ITE courses available from the University of Tasmania at the time the ITE_GradSurvey was activated as well as those from degrees no longer available. For example, some of the retired participants had been awarded the Diploma of Education (DipEd), which is no longer available.

Diploma of Education: The DipEd was the first initial teacher education qualification awarded by the Faculty of Education when it was officially established in 1952 (Davis, 1990). The 23 ITE_GradSurvey participants with DipEd qualifications included 11 females and 12 males. Although the year the DipEd ceased could not be clarified, the data produced for this study shows it to be around 1996. It is not surprising, therefore, that only six (26%) of the 23 DipEd graduates who participated in the ITE_GradSurvey were still employed in the K-12 schools. The gender and teacher status for each age-group in DipEd and DipEd Secondary are shown in Table 4.7.

Table 4.7

Age-group, Gender and Teacher Status of Initial Teacher Education Graduate Survey Participants with Diploma of Education

			Gender		Teacher status	
Degree	Age-group	Total	Male	Female	Teacher	Non-Teacher
DipEd	50-59 years	5	3	2	4	1
	60+ years	9	6	3		9
	Total	14	9	5	4	10
DipEd Secondary	40-49 years	3	3		2	1
	50-59 years	2		2		2
	60+ years	4	2	2		4
	Total	9	5	4	2	7

The interviewees included nine graduates from the DipEd, one of whom did not complete the survey. One of these interviewees was among the five DipEd

ITE_GradSurvey participants classified as Teacher, another was one of the eight retired Non-Teachers. There were six males and three females among the DipEd interviewees. The high number of DipEd graduate interviewees allowed for retrospective comparisons to be made between earlier graduates' admission into the teaching profession and that of the recent graduates. There were no DipEd graduates represented in the GradDestSurvey and BeyondGradSurvey because the DipEd was no longer available when these data were collected.

Bachelor of Human Movement (BHM): The BHM was replaced in 2010 with a number of more specialised BEd Health and Physical Education (HPE) degrees. The BEdHPE specialised degrees participants are included in the BEd calculations. There was one Bachelor of Human Movement graduate who participated in the ITE_GradSurvey. He was a male Teacher participant in the 30-39 years age-group. In comparison, 72 BHM graduates completed a GradDestSurvey: 27 in 2010, 13 in 2011, 14 in 2012, 15 in 2013, and 3 in 2014. One of the 2010 BHM graduates also completed a BeyondGradSurvey in 2013.

Bachelor of Adult Vocational Education (BAVE): The BAVE was superseded with the Bachelor of Applied Learning (BEdAL) from 2010 onward. As this course was mainly completed on a part-time basis, the last BAVE graduates awarded with BAVE was in 2014. There were 24 GradDestSurvey BAVE participants: 4 in 2010, 10 in 2011, 7 in 2012, and 3 in 2013. No BAVE graduates participated in the BeyondGradSurvey, ITE_GradSurvey, or in the interviews. There were no BEdAL participants.

Bachelor of Education Degrees (BEd): The BEd was transferred from Teachers College of Advanced Education to the University of Tasmania's Sandy Bay campus in 1981 and is still available but only at the Launceston campus and,

more recently, on-line. The BEd degrees include specialisations in early childhood (BEdECE), Primary years (BEdPrimary), and health and physical education (BEdHPE). The longevity of the BEd courses is reflected in the high number of survey participants with this degree. There were 32 (37%) ITE_GradSurvey participants who graduated in the BEd degrees. Of these, 22 (69%) were Teachers and 10 (31%) were Non-Teachers. The gender and teacher status for each age-group are shown in Table 4.8 for each of the different BEd specialisations. Of particular interest is that only three of these ITE_GradSurvey participants were male, all of whom were Teachers, and that not one male participant graduated in the BEdECE. The low number of males in the BEd, which is for preparation of teaching in early childhood and primary schools, reflects the low number of males in primary schools (Parr & Gosse, 2011). In contrast, in the ITE_GradSurvey there were 11 female Non-Teachers and 17 female Teachers who completed the BEd.

Table 4.8

Age, Gender and Teacher Status of Bachelor of Education Initial Teacher Education Graduate Survey Participants.

			Gender			Teacher Status	
Degree	Age-group	Total	Male	Female	Not stated	Teacher	Non-Teacher
BEdECE	20-29 age-group	3		3		2	1
	30-39 age-group	3		3		3	
	40-49 age-group	3		3		1	2
	50-59 age-group	2		2		2	
	60+ age-group	2		2			2
	Sub-total	13	-	13	-	8	5
BEdPrimary	Age not stated	1			1	1	
	20-29 age-group	3		3		2	1
	30-39 age-group	3	1	2		2	1
	40-49 age-group	6	1	4	1	4	2
	50-59 age-group	2		2		2	
	60+ age-group	1		1			1
	Sub-total	16	2	12	2	11	5
BEdHPE	20-29 age-group	1		1		1	
	Sub-total	1	-	1	-	1	-
BEd(In-Service)	30-39 age-group	1	1			1	
	40-49 age-group	1		1		1	
	Sub-total	2	1	1	-	2	-
Total		31	3	27	2	22	10

The interviewees from the BEd degrees included two male and one female Teacher, and five female Non-Teacher participants. More than half (58%, *n*=511) of the GradDestSurvey participants and 60% (*n*=16) of the BeyondGradSurvey participants were also from BEd degrees. The degrees obtained for each year for the GradDestSurvey participants are presented in Table 4.9 and, for the BeyondGradSurvey participants, in Table 4.10.

Table 4.9

Bachelor of Education Degrees obtained by Participants of Graduate Destination Surveys from 2010 to 2015

Degree	2010	2011	2012	2013	2014	2015	Totals
BEdECE	1	7	6	1	14	9	38
BEd	67	62	75	102	69	12	387
BEdPrimary				1	33	44	78
BEdHPE						8	8
Totals	68	69	81	104	116	73	511

Table 4.10

Bachelor of Education Degrees obtained by Participants of Beyond Graduation Surveys for 2013 and 2014

	2013	2014	Totals
BEdECE		2	2
BEd	6	8	14
BEdPrimary			
BEdHPE			
Totals	6	10	16

Bachelor of Teaching (BTeach)/Master of Teaching (MTeach): Initiated in 1997, the BTeach was available at the Sandy Bay campus until 2010, at which time it was upgraded to the MTeach. The MTeach is also accessible online. As these are more recent courses, the number of graduates, and therefore the number of

prospective participants, were fewer than those for the BEd and the DipEd ITE courses. The BTeach graduates accounted for 23% (*n*=20) of the ITE_GradSurvey participants. This included 12 Teachers and eight Non-Teachers. The MTeach degree was held by 12% (*n*=10) of ITE_GradSurvey graduates; being eight Teachers and two Non-Teachers. Table 4.11 lists the age-groups and gender of these participants. There were five BTeach interviewees, two Teachers and three Non-Teachers, but no interviewees graduated from the MTeach.

Table 4.11

Age, Gender and Teacher Status of Bachelor of Teaching and Master of Teaching participants of the Initial Teacher Education Graduate Survey

			Gender			
Degree			Male	Female	Not stated	Total
BTeach Primary	Age-group	20-29 age-group		1		1
		30-39 age-group	1			1
		50-59 age-group		1		1
	Total		1	2		3
BTeach Middle	Age-group	30-39 age-group	1			1
		40-49 age-group	1	3		4
		50-59 age-group		3		3
		60+ age-group		1		1
	Total		2	7		9
BTeach Secondary	Age-group	30-39 age-group	2	3		5
		40-49 age-group	2	3		5
	Total		4	6		10
MTeach Primary	Age-group	20-29 age-group		1		1
		30-39 age-group		2		2
		40-49 age-group		1		1
	Total			4		4
MTeach Secondary	Age-group	20-29 age-group	1	3		4
		30-39 age-group	1			1
		40-49 age-group	1			1
	Total		3	3		6

The GradDestSurvey was completed by 87 (10%) BTeach graduates and 183 (21%) MTeach graduates. The BeyondGradSurvey included 13 (43%) BTeach participants and no MTeach participants. The lack of MTeach participants in the BeyondGradSurvey is partly due to the two-year course beginning in 2010, and that the BeyondGradSurvey for this study were completed by graduates from 2010 and 2011. This limited the potential participants to one year of graduates.

Summary of ITE degrees held: Overall, a high proportion of the participants and interviewees in this study graduated with the BEd degrees. The GradDestSurvey, in particular, had approximately twice as many BEd participants as those from BTeach/MTeach degrees. As the BEd focuses mainly on primary teacher education, this suggests that there is a high percentage of primary teacher-prepared participants. This percentage, however, cannot be determined because the BTeach and MTeach both have one code for all specialisations: Primary, Middle, and Secondary.

4.1.8 Previous Degrees and Secondary Specialisations

A previous degree has been the requirement for entry into the DipEd, BTeach, and MTeach at the Faculty of Education, University of Tasmania. The previous degree can be in any discipline unless the graduate wishes to specialise in secondary classroom teaching. If so, the previous degree is then required to contain units related to the specialisation to be undertaken.

Science and mathematics specialisations are subject areas with reported teacher shortages (Harris et al., 2005; Ingvarson & Semple, 2006). It is therefore important to establish how many survey participants and interviewees gained previous qualifications in these subject areas and then followed on to study ITE in preparation

to teach these subjects in secondary schools. There were 35 graduates in the ITE_GradSurvey who indicated that they had gained a previous degree. A further 15 ITE_GradSurvey participants completed the DipEd, not originally listed in the survey, and would have been required to obtain a previous degree to enter the course. Of the 35 ITE_GradSurvey who stated they gained a previous degree, 11 (31%) had science related degrees. The other two main degrees awarded were the BA (n=14, 40%), and Bachelor of Fine Arts (n=3, 9%). Previous degrees were held by 14 interviewees. Of the 11 interviewees who provided information about their previous degrees either in the survey or during the interview, four gained the BSci and the remainder were awarded the BA.

Secondary school specialisation: Although 24 ITE_GradSurvey participants (27%) marked that they obtained an ITE qualification that specialised in secondary school teaching, only 21 stated their specialisations. Of these 21, 6 (28%) specialised in science/mathematics, and 1 in science and Language Other Than English (LOTE) teaching. The other specialisations are listed in Table 4.12.

Table 4.12

Secondary Initial Teacher Education Specialisations of Initial Teacher Education Graduate Survey Participants.

	Teacher status		
Secondary specialisation	Teacher	Non-Teacher	Totals
Art		1	1
Arts (Manual)		1	1
Drama and Music	1		1
Drama and English		1	1
Drama and Studies Of Social Environment	1		1
English and French	1		1
English and Humanities	1		1
English and Studies Of Social Environment	4	1	5
English and ICE [sic]		1	1
English and Language Other Than English		1	1
Science & Mathematics	3	3	6
Science and Language Other Than English		1	1
Totals	11	10	21

Half of the 14 interviewees with previous degrees stated that they specialised in secondary ITE; however, only one mentioned that they studied secondary science teacher preparation. Secondary school specialisations were not provided in the GradDestSurvey or BeyondGradSurvey information received.

The low number of ITE_GradSurvey participants and interviewees who specialised in secondary teaching, especially in science and mathematics, suggests that even those graduates with science and mathematical backgrounds do not follow on to teach specifically in these areas.

4.1.9 Campus Attended

More than half of the ITE_GradSurvey participants (n=53, 61%) and nearly three-quarters of the interviewees (n=17, 74%) studied their ITE degree at the Sandy Bay campus. The Launceston campus accounted for 27 (31%) of the

ITE_GradSurvey participants and four (17%) of the interviewees. The Cradle Coast and distance graduates together represented less than 10% of both the ITE_GradSurvey participants and interviewees. No information about campus or home location was available for the GradDestSurvey and BeyondGradSurvey participants.

Concluding Remarks

The sample population of this study was representative of the population it researched. The survey participants and interviews included K-12 school teachers, those who were employed in alternative employment, and retired school teachers. The proportion of males in this study reflected the national figures (Australian Bureau of Statistics, 2017a) as did the age-groups (Australian Bureau of Statistics, 2003; McKenzie et al., 2014). The majority of ITE courses that have been available through the Faculty of Education, University of Tasmania were represented. Although the GradDestSurvey, and BeyondGradSurvey only represented graduates from 2010 onwards, the ITE_GradSurvey and the interviewees were from as far back as 1960.

Research Question 1:

What Career Journeys Do Initial Teacher Education Graduates undertake?

- **In What Ways do ITE Qualifications Support Graduates in Other Occupations?**
- **What Teaching Elements, if any, are evident in these Other Occupations?**

This section consists of three chapters. Chapter 5 focuses on the career pathways undertaken by the participants and interviewees from the time they left K-12 schooling, through their first teaching positions, to current positions held. It also discusses the teaching elements and benefits of the ITE course in obtaining the non-teaching positions. To complete the career pathway, Chapter 6 reports the results concerning their preferred, ideal, and future career options. Chapter 7 will provide concluding remarks and discussions on points raised in Chapters 5 and 6.

Chapter 5

Career Pathways of Initial Teacher Education Graduates

This chapter presents the pathways ITE graduates followed on their journey to enrol in ITE courses and after graduation, and for some, up until retirement. The different pathways undertaken by the graduates prior to their enrolment are discussed followed by the positions obtained by the ITE graduates directly after graduation. The occupations held from then to the time this study was conducted are then discussed to demonstrate the range of career choices available to these ITE graduates. The types of positions held by the participants are provided in detail throughout the chapter.

The results in this chapter are from data generated by the ITE_GradSurvey, BeyondGradSurvey, GradDestSurvey, and the interviews. There was one ITE_GradSurvey Teacher and six ITE_GradSurvey Non-Teacher participants who did not complete the questions related to this chapter and some of the remaining

participants did not answer all the questions. The number of ITE_GradSurvey participants are provided where necessary for clarification. The GradDestSurvey and BeyondGradSurvey participants' pathways into ITE were not available and two GradDestSurvey participants did not state the occupation held at the time of the survey.

Pathways into Initial Teacher Education Courses

The ITE graduates entered teacher education through different pathways, which included directly after completion of Year 12, after graduation from a first or previous degree, and from paid employment. Entry into the BTeach, MTeach, and DipEd required a previous degree, whereas the BEd degrees could be entered directly after completing Year 12, as discussed in Section 1.5. A large proportion of the ITE_GradSurvey Non-Teacher participants (*n*=34, 38%) entered ITE courses after a previous degree directly from Year 12 whereas 47% of the Teacher participants enrolled in ITE directly from Year 12. The breakdown of the pathways entries into ITE courses by the ITE_GradSurvey participants is illustrated in Figure 5.1. The GradDestSurvey and BeyondGradSurvey data did not include the participants' pathway into ITE courses. Seven of the 14 ITE_GradSurvey Non-Teacher participants who enrolled in ITE after gaining a previous degree entered on a studentship provided to study the DipEd.

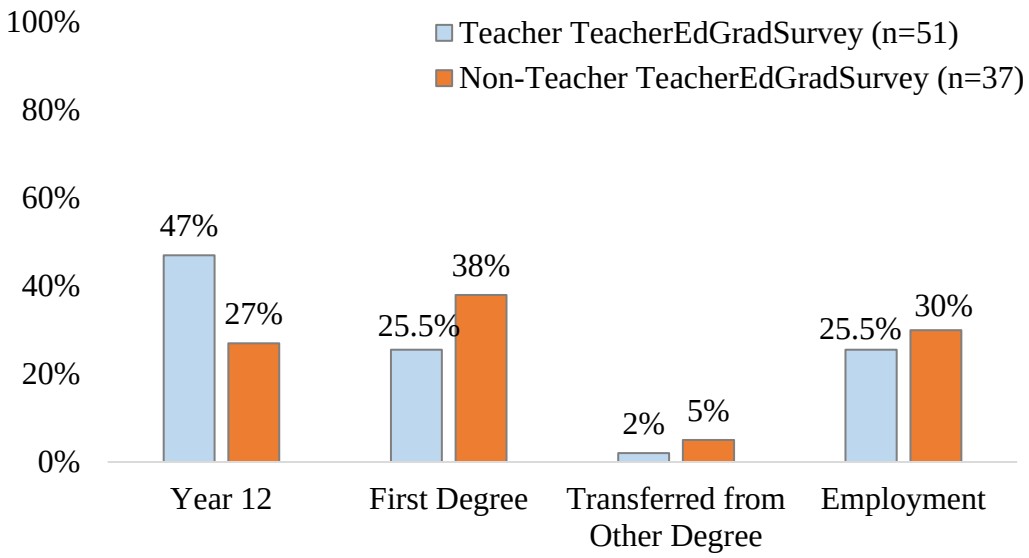


Figure 5.1. ITE_GradSurvey participants' pathways into Initial Teacher Education courses.

The interviews provided more in depth details of the career choices made by the ITE graduates. This additional data illuminated that the career pathways prior to enrolling in ITE were more complex and multi-directional than first implied by the results produced from the ITE_GradSurvey. Of the 25 interviewees, only seven enrolled in ITE courses directly after completion of Year 12. A further 15 (60%) gained a previous degree prior to enrolling in ITE. However, only nine interviewees went directly from Year 12 to university to study their first degree. Two of the nine interviewees entered paid employment before enrolling in an ITE course (as shown by the upward orange line in Figure 5.2), four entered university on a studentship and therefore had chosen to continue to study the DipEd, and three had not planned to study ITE at the commencement of their first degree but enrolled in ITE studies directly on completion of their first degree. The other six interviewees, who obtained a first degree before enrolling in ITE, were previously in paid employment (indicated in Figure 5.2 by the orange downward arrow).

The other pathway into ITE courses was through paid employment, either after leaving secondary school or on completion of university studies. There were 11 (44%) interviewees who had been employed before enrolling in ITE courses. This included nine who entered the workforce directly after completion of K-12 school education, and two who were employed between gaining their first degree and entering ITE. Of these 11 previously-employed interviewees, only two had considered becoming a teacher prior to the completion of Year 12.

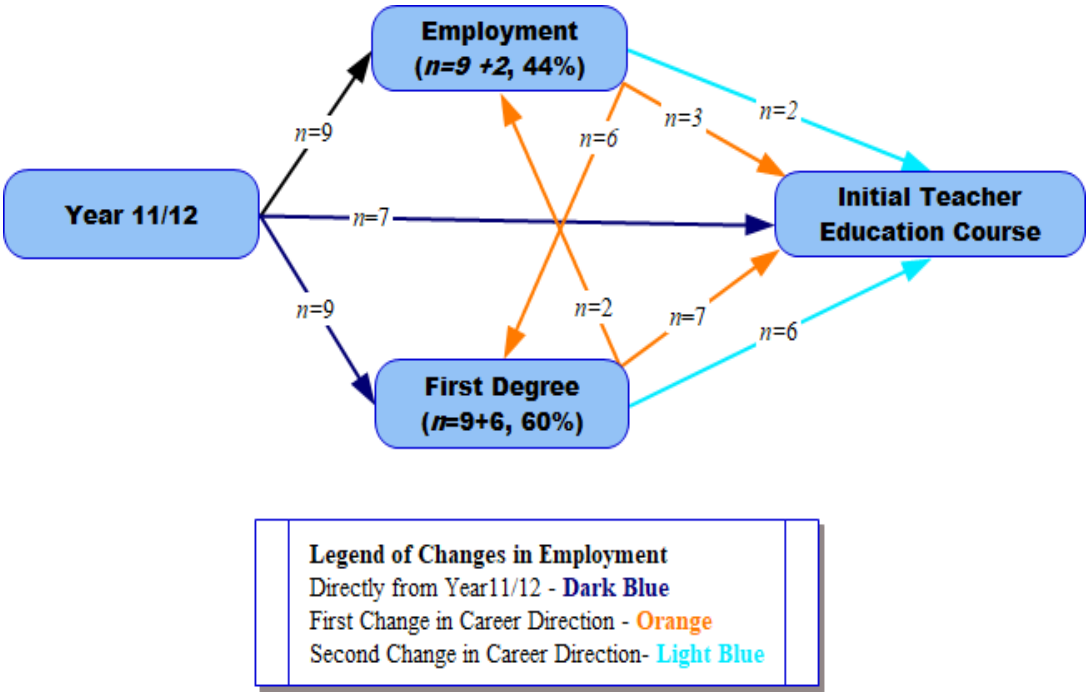


Figure 5.2. The diverse pathways undertaken by the interviewees from Year 11/12 to enrolment in Initial Teacher Education courses.

Note: The percentages indicated in Employment and First Degree categories include participants who obtained both (indicated by the +2 and +6) prior to enrolling in Initial Teacher Education Courses and therefore total more than 100%.

Occupations Held Prior to Enrolling in Initial Teacher Education Courses

The occupations held by the 11 interviewees who were employed prior to enrolling in ITE were diverse and their careers lacked structure. Eight of these interviewees held three or fewer occupations before enrolling in ITE studies, and the other three interviewees held five or more occupations before entering ITE, creating 31 positions in all. In recognition that the occupation of teaching can include other teaching positions in different learning environments, such as Vocational Education and Training teachers, the first category was *Other Teaching Positions* (*n*=6). The remaining positions obtained were inductively categorised as *Education Related Positions* (*n*=8) and *Alternative Occupations* (*n*=17). The positions and occupations held within each of these categories are listed in Table 5.1. Parenting has been included as an occupation because it is generally accepted that careers include other general life experiences (Department of Education and Training Victoria, 2017). Parenting, therefore, forms part of some of these interviewees' career journeys and, since it involves educating the child, has been classified as an *Education Related Position.* The majority (*n*=8, 73%) of positions mentioned by the interviewees were not related to teaching or education.

Table 5.1

Occupations Held by Interviewees

Occupation held	*n*
Other Teaching Positions	
Teacher/trainer	5
Fitness instructor	1
Education Related Positions	
Parent	8
Alternative Occupations	
Administration	4
Lab assistant	4
Environmental science researcher	2
Banking	2
Event organiser	2
Professional sports	1
Veterinary nurse	1
Travel consultant	1

First Position held after Graduation from Initial Teacher Education Courses

It might be expected that a teacher's career begins directly after graduation from an ITE course. This study shows this is not always the case. Information on the first position held was generated to establish the types of occupations, if any, that were obtained directly after ITE studies. The first position held after graduation was defined differently in each of the surveys and in the interviews. The ITE_GradSurvey participants were asked about their first *main* job after graduation ("main job" was not defined in terms of hours or income but determined by each participant's perceptions of a "main job"). The GradDestSurvey participants were asked to state the occupation and position held at the time of the survey, which was approximately six months after graduation. Although the questions in the two surveys generated data about the first position held, the data did not distinguish whether the positions involved casual, part-time or full-time employment conditions. The first job of the

BeyondGradSurvey participants are reported within the GradDestSurvey. The interviewees were invited to discuss their career journey in general and, therefore, the first position mentioned as being held after their graduation was not necessarily their first main job. First, the results from the two surveys and the interviewees are examined in general terms of non-K-12 teaching and K-12 teaching positions. Second, the type of employment obtained within each of these employment divisions are discussed further in 5.3.1 and 5.3.2 respectively.

Of the 81 ITE_GradSurvey participants who indicated their *First Main Job,* 70 noted that they held a K-12 teaching job, and 11 held non-K-12 teaching jobs. From the GradDestSurvey there were 609 participants who held K-12 teaching jobs after graduation, and 266 held non-K-12 teaching jobs. Two of the 25 interviewees held non-K-12 teaching positions as their first job after graduation, and 23 held K-12 teaching positions (see Figure 5.3). Only 13 of those in K-12 teaching positions began on permanent teaching contracts. Three interviewees mentioned long periods of no work before obtaining employment: two of whom eventually obtained a K-12 teaching position and the other one obtained a non-K-12 teaching position. The results for each occupation type are reported in turn.

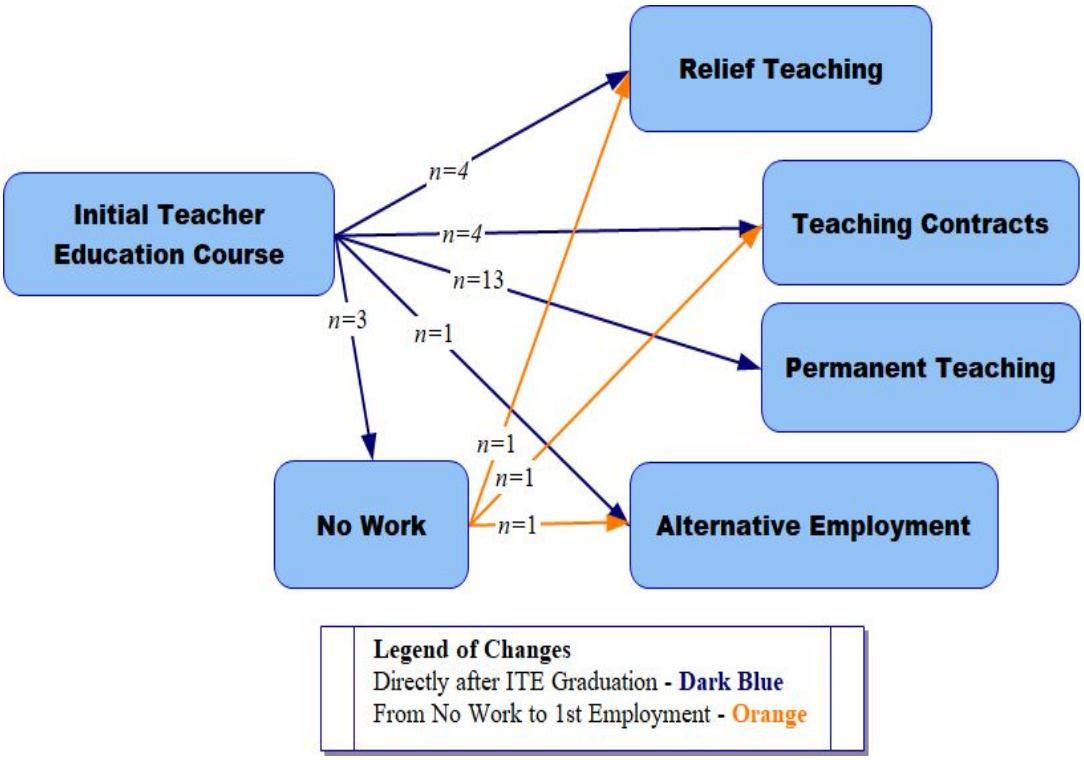


Figure 5.3. First employment of interviewees after graduating from Initial Teacher Education courses.

5.3.1 First Non-K-12 Teaching Positions held after Graduation

The non-K-12 teacher positions, similar to the occupations held prior to enrolling in ITE, were categorised under *Other Teaching Positions*, *Education Related Positions*, and *Alternative Occupations*. The non-K-12 teaching positions held as a *First Main Job*, for each of the two ITE_GradSurvey participant types of Teacher and Non-Teacher, are shown in Table 5.2. The participant type reflected the employment held at the time this study was conducted. That is, those who held K-12 teaching positions at the time the survey were considered Teacher participants. Nearly half of the 11 Non-K-12 teacher positions held directly after graduation were in *Alternative Occupations* (*n*=5, 46%). Alternative occupations included professional cricketer; laundry attendant; and administration positions. *Other Teaching Positions* (*n*=4, 36%), for the ITE_GradSurvey participants included

university tutor, TAFE teacher, extra-curricular learning program tutor, and childcare educator. *Education Related Positions* (*n*=2, 18%) were teacher assistant, and afterschool and holiday child carer. There were five Non-Teacher participants who acknowledged that their first main job was the same as their current job. The only reasons provided by ITE_GradSurvey participants for accepting non-K-12 teaching positions were a lack of teaching positions (*n*=1) and flexibility (*n*=2).

Table 5.2

Non-K-12 Teaching Position Categories held by ITE_GradSurvey Participants

	Teacher[a]		Non-Teacher[b]		Total	
Non-K-12 teaching categories	*n*	%	*n*	%	*n*	%
Other Teaching Positions	3	50%	1	20%	4	36%
Education Related Positions	1	17%	1	20%	2	18%
Alternative Occupations	2	33%	3	60%	5	46%
Total	6	100%	5	100%	11	100%

[a] 1 Teacher participant did not state *First Main Job* held
[b] 6 Non-Teacher participants did not state *First Main Job* held

The 266 (30%) GradDestSurvey participants who did not hold a K-12 teaching position at the time of the survey were employed in *Other Teaching Positions* (*n*=82, 31%), *Education Related Positions* (*n*=75, 28%), and *Alternative Occupations* (*n*=109, 41%). The percentage of participants in *Alternative Occupations* for each year ranged from a high of 67% (*n*=22) in 2010 to a low of 29% (*n*=12) in 2011 as shown in Figure 5.4. On average, 22% of GradDestSurvey participants were in alternative occupations that were not directly related to teaching or education.

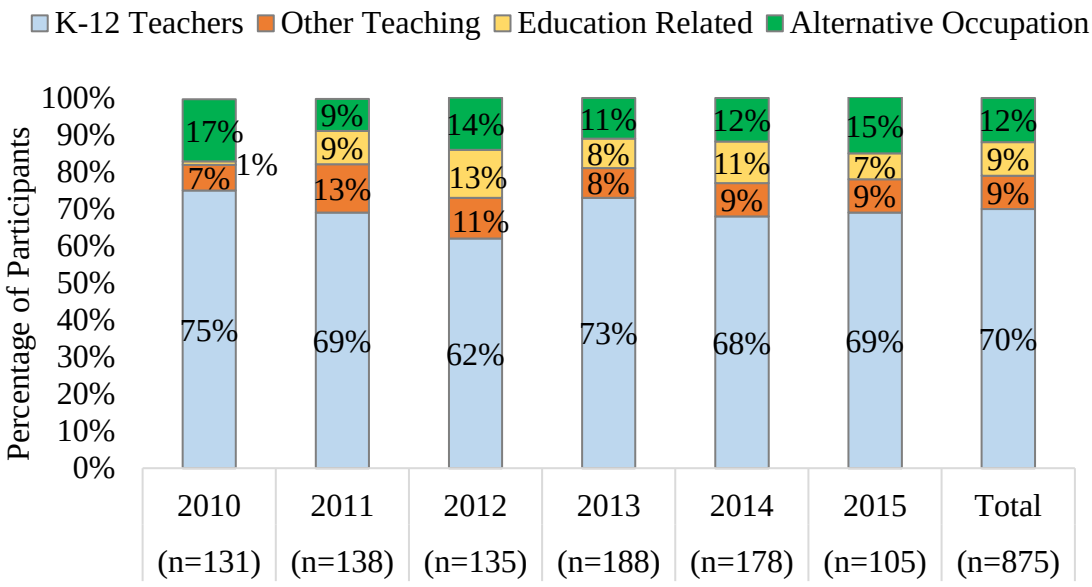


Figure 5.4. Occupation categories held by participants of the Graduate Destination Surveys for 2010 to 2015.

The non-K-12 teacher positions held by the GradDestSurvey participants, and therefore the BeyondGradSurvey participants, are presented in Table 5.3. The *Alternative Occupations* category includes positions that are usually denoted as casual employment such as waiter/waitress, cleaner, fast food workers, and retail assistants.

Table 5.3

Occupations held by the Participants of Graduate Destination Surveys for 2010 to 2015

	Participants	
Occupation types	*n*	%
Early childhood trainer and assessor	42	51%
VET teachers/trainer	12	15%
Workplace type trainers	9	11%
Private teachers	8	10%
Tutors	6	7%
University lecturers	3	4%
English as a second language teachers	2	2%
Total Other Teaching Positions	82 (31%)	100%
Teacher assistants	42	56%
Child carers	17	23%
Education support and coordinators	16	21%
Total Education Related positions	75 (28%)	100%
Casual type positions	24	22%
Retail type positions	26	24%
Managerial type roles	16	14%
Administration type positions	18	17%
Service involved positions	13	12%
Miscellaneous positions	9	8%
Trades	3	3%
Total Alternative Occupations	109 (41%)	100%
Total responses	266 (100%)	

Only two (8%) of the interviewees held non-K-12 teaching positions directly after graduating. These positions were both in *Alternative Occupations*, as a laundry attendant and a professional sports person. Paul, who accepted the position of laundry attendant, experienced a long period of unemployment because there was a shortage of permanent and non-permanent K-12 teaching positions at the time he graduated. He therefore accepted employment in hospitality for financial reasons. He still pursued K-12 teaching positions whilst employed in hospitality and obtained some

relief teaching. Some 10 years after his graduation Paul entered the teaching profession on a short-term contract. His entry into teaching is discussed further in Chapter 13.

Paul found it quite difficult to obtain a teaching position after graduation. He thought this was partly because he was not a Tasmanian and therefore he did not have the strong social networks he felt required to obtain a teaching position. Due to financial needs, Paul registered for government financial support because he was unemployed. While he was on government financial support he was obligated to apply for jobs. During this time, he noticed a position advertised for a hotel night cleaner for 10 hours a week. As this was night shift he felt it would allow him to keep his days open to take up any teaching positions that became available. Unfortunately, he did not receive sufficient teacher employment and "just followed the money." The hotel position continued to develop over the following months until it became a permanent full-time position. He obtained further promotions in the hospitality area over the following few years.

Alex, the other interviewee who did not enter the teaching profession directly after graduating, chose to take advantage of an offer in his preferred career of professional sports. Alex admitted that he had studied ITE as a backup plan. Several years later when Alex realised his sporting career was not progressing as he anticipated and because he was a qualified teacher, he decided to enter the teaching profession. Alex stated, "I didn't get to play cricket for Tassie and realised it was going to be *very* hard work for me to get there."

5.3.2 First Main K-12 Teaching Positions held after Graduation

There were 70 (80%) of ITE_GradSurvey participants who stated that their *First Main Job* was a K-12 teaching position. Of the 70 ITE_GradSurvey participants, 44 were Teacher participants and 26 were Non-Teacher participants. The 26 Non-Teacher participants included 10 who claimed they were currently retired. Although 24 (48%) of the 44 ITE_GradSurvey Teacher participants stated that their *First Main Job* after graduation was the same as their *Current Job*, the data do not detail whether the job held was at the same school, in the same teaching role, or within the same school sector. The confusion of when a *First Main Job* and *Current Job* should be considered the same, also arose in a reverse situation with 40% (*n*=20) of the ITE_GradSurvey Teacher participants indicating that their *First Main Job* was different from their *Current Job.* Although these were nominated as different, they were still in a K-12 teaching position but in a different role. In addition, the interview data, discussed later, indicated that teachers changed schools frequently and gained promotion positions within K-12 schools. Using an interpretivist lens, the results in relation to the 24 Teacher participants who claimed that their *First Main Job* was the same as their *Current Job* have been considered under both job types, because this is what the participants perceived. A separate group has been compiled for these participants and listed in Table 5.4.

Table 5.4

First Main Job was a K-12 Teacher from Initial Teacher Education Graduate Survey

	Teacher	Non-Teacher	Total
	n	*n*	*n*
First Main Job = Current Job	24		24
First Main Job K-12 teacher	20	26	46
Total	44	26	70

For the 877 GradDestSurvey participants who graduated between 2010 and 2015 inclusively, there were 609 (69%) GradDestSurvey participants teaching at the time of the survey—approximately 6 months after graduation. The GradDestSurvey responses that correlated to the BeyondGradSurvey participants for 2010 and 2011 showed that 70% (*n*=7) of the 2010 BeyondGradSurvey participants initially held K-12 teaching positions, as did 85% (*n*=17) of the 2011 BeyondGradSurvey participants. See Figure 5.4 for the yearly breakdown figures of the GradDestSurvey Teacher and Non-Teacher participants.

The majority (*n*=23, 92%) of the interviewees obtained K-12 teaching positions as their first employment after graduation. Of these, five were relief teaching positions, five were short-term contracts, and 13 were permanent teaching positions. The ten of Non-Teacher participants who received permanent teaching positions were graduates prior to 1990. The two more recent ITE graduates who obtained permanent teaching positions upon graduation did so in rural schools. Two interviewees mentioned that they had extended period of time with no work before obtaining their first teaching position.

Teaching in Tasmania: Of the 69 ITE_GradSurvey participants who noted the location of their *First Main Job* K-12 teaching position, 65 (94%) were employed in Tasmanian schools. The proportions of the Teacher and Non-Teacher ITE_GradSurvey participants teaching in Tasmania after graduating are shown in Table 5.5, with consideration of those retired and those for whom their *First Main Job* was the same as their *Current Job*.

Table 5.5

Location of First Teaching Position of ITE_GradSurvey Participants

	Tasmania		Interstate		Total	
Participant type	*n*	%	*n*	%	*n*	%
Teacher (Different from *First Main Job*) [a]	18	95%	1	5%	19	100%
Teacher (Same as *First Main Job*)	24	100%			24	100%
Non-Teacher (Not Retired)	13	81%	3	19%	16	100%
Non-Teacher (Retired)	10	100%			10	100%
Total	65	94%	4	6%	69	100%

[a] One participant did not respond

The majority (*n*=467, 77%) of the 607 GradDestSurvey participants who were teaching obtained employment in Tasmanian schools. From Figure 5.5 it can be seen that the percentage of GradDestSurvey participants who obtained teaching positions in Tasmania decreased from 87% (*n*=73) in 2012 to a low of 70% (*n*=51) in 2015. Over the 5-year period, 12 (2%) GradDestSurvey participants obtained teaching positions overseas and 130 (21%) in interstate schools. The 24 GradDestSurvey Teacher participants who also completed a BeyondGradSurvey in 2013 and 2014 included 22 (92%) Tasmanian teachers, and 2 (8%) interstate teachers.

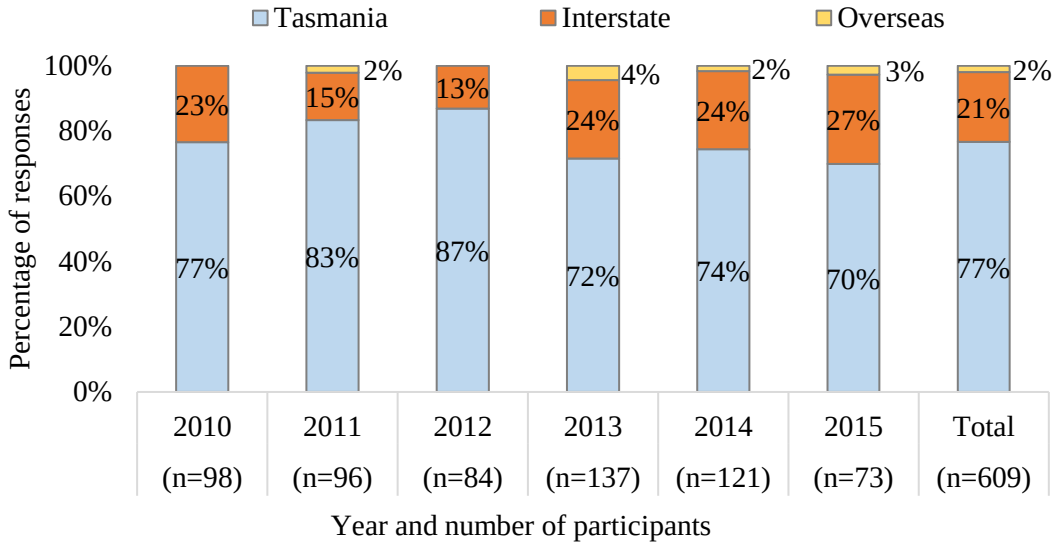


Figure 5.5. Location of teaching positions of the Graduate Destination Survey participants, for years 2010 to 2015 inclusive.

Only one of the 25 interviewees left Tasmania to take up a teaching position interstate. This interviewee, Emma, received an offer of 3 days a week teaching in a rural Tasmanian school, as well as a full-time position at an interstate rural school. Although the move was partly for personal reasons, Emma also desired and accepted the full-time permanent teaching position over the part-time position. She remained in this interstate school for two years before moving and teaching in a different state.

Urban/City vs Rural locations: There were more ITE_GradSurvey participants who obtained their first main teaching position in urban/city schools (*n*=39, 56%) compared to those who were appointed teaching positions in a rural/remote area (*n*=31, 44%). The ITE_GradSurvey Teachers were more likely to have urban teaching positions (*n*=28, 64%) than the Non-Teachers (*n*=11, 42%). The ITE_GradSurvey Non-Teacher Retired group were the most likely to have their first teaching experience in a rural/remote school out of all groups, as indicated in Table 5.6. The majority of GradDestSurvey and BeyondGradSurvey participants who were

teaching in Tasmania listed their employer as Department of Education rather than a particular school and therefore the breakdown of rural/remote and urban/city was not available for these participants.

Table 5.6

Location Type of First Teaching Position of Initial Teacher Education Graduation Survey Participants

	Rural/Remote		Urban/City		Total	
Participant type	*n*	%	*n*	%	*n*	%
Teacher (Different from *First Main Job*)	7	29%	17	71%	24	100%
Teacher (Same as *First Main Job*)	9	45%	11	55%	20	100%
Non-Teacher	8	50%	8	50%	16	100%
Non-Teacher (Retired)	7	70%	3	30%	10	100%
Total	31	44%	39	56%	70	100%

Of the 22 interviewees, who obtained a K-12 teaching position directly after graduation, 13 (59%) of them were in urban/city schools and nine (41%) in rural/remote schools. There was one retired Non-Teacher interviewee who did not mention the details of the school where he was first appointed. At least four of the urban/city school positions held by the interviewees, however, were in schools categorised by the DoE as being hard-to-staff.

Merv was given a full-time permanent teaching position at a hard-to-staff urban secondary school. "People told me this was to be seen as something of a feather in my cap because I was supposedly selected as being most likely to succeed in Myrtle [an urban hard-to-staff school]." The school was trialling an open plan system and "there were fairly radical ideas about how teaching was done. It was team teaching, student centred teaching, a lot of stuff that I had never

experienced." Merv, who completed his ITE studentship after working as a cabinet maker, found the new system very challenging. He personally experienced a strict "disciplined kind of education" with one classroom per class and desks all in row facing the blackboard at the front of the room in his own schooling.

School Sector: ITE_GradSurvey participants were more likely to start teaching in a government school (*n*=61, 87%) than a non-government school (*n*=9, 13%), with similar percentages in both Teacher and Non-Teacher participants. When comparing the retired and not-retired Non-Teacher responses, all the retired Non-Teachers received initial teaching positions in government schools, as shown in Table 5.7, mainly due to the ITE studentship contracts.

Table 5.7

School Sector of First Teaching Position of ITE_GradSurvey Participants

	Government		Non-government		Total	
Participant type	*n*	%	*n*	%	*n*	%
Teacher (Different to *First Main Job*)	21	88%	3	12%	24	100%
Teacher (Same as *First Main Job*)	18	90%	2	10%	20	100%
Non-Teacher (Not Retired)	12	75%	4	25%	16	100%
Non-Teacher (Retired)	10	100%			10	100%
Total	61	87%	9	13%	70	100%

Overall, 74% (*n*=449) of the GradDestSurvey participants obtained teaching positions in government schools, and 26% (*n*=156) in non-government schools. The yearly break down of teaching positions held in government and non-government schools is displayed in Figure 5.6. For the most part, approximately 73% of the

participants were employed in government schools. The exception was in 2011 when the proportion increased to 82%. Six participants did not state the school sector.

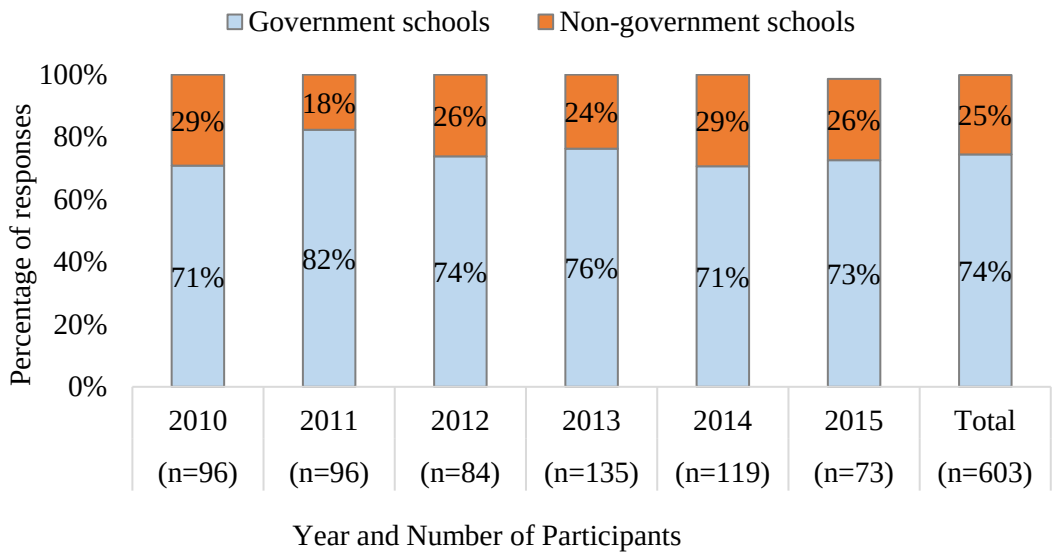


Figure 5.6. School sector of Graduate Destination Surveys for 2010 to 2015.

The interviewees' first main teaching positions were mainly in government schools (*n*=17, 77%), with two having contracts in both government and non-government schools simultaneously. Of these 22 interviewees, eight were retired and had studied on a studentship, and one obtained a graduate recruitment position; both of these schemes were designed to fill government school appointments.

Year Level: The ITE_GradSurvey participants whose *First Main Job* was K-12 teaching were evenly distributed between primary and secondary school levels (*n*=32, 46%), with a further two participants in Middle school (Years 5-8) and four in a combination of both primary and secondary levels. The ITE_GradSurvey who were Non-Teacher participants were more likely to be teaching at secondary level than the Teacher participants, as shown in Figure 5.7, and only one of the retired Non-Teachers began his teaching career in a primary school.

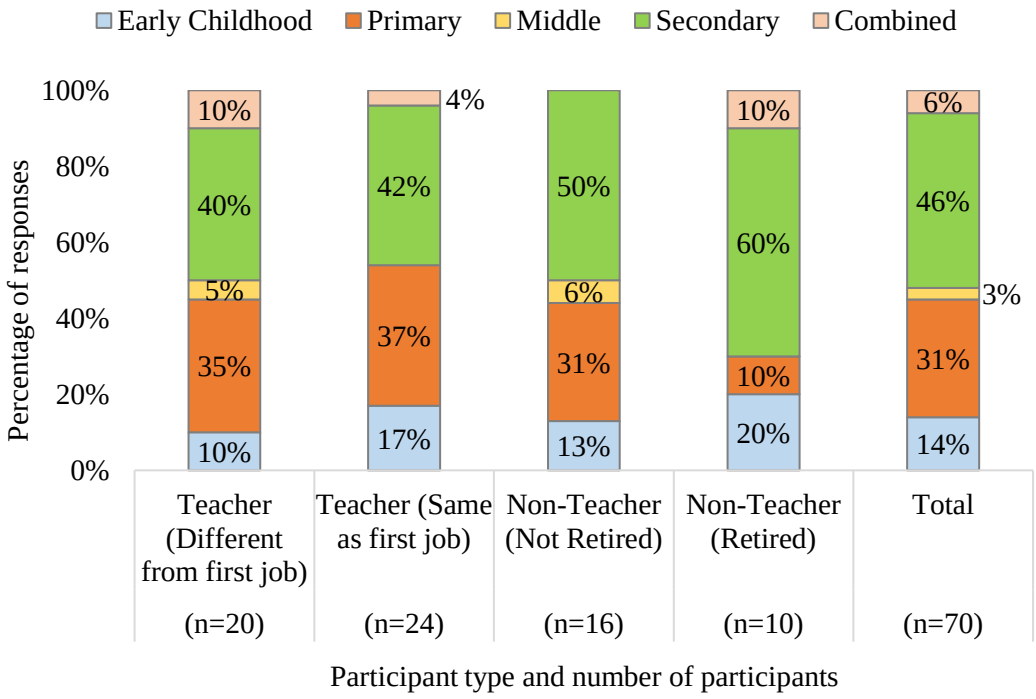


Figure 5.7. Year level groups taught by Initial Teacher Education Graduate Survey participants.

The GradDestSurvey participants were mainly employed in the primary (*n*=387, 64%) rather than the secondary (*n*=191, 31%) sector. Although the Middle school specialisation was no longer available from 2010 onwards, ITE graduates still noted that they were employed in Middle schools (*n*=7, 1%), and a further 24 (4%) were in positions that combined primary and secondary years. Although the overall demand for teachers in each sector remained steady across the years, in 2011 there was a decline in the proportion of positions obtained in the primary sector. This was followed in 2012 with a rise in primary positions and a decline in secondary positions. Figure 5.8 shows the groupings for each year of the GradDestSurvey.

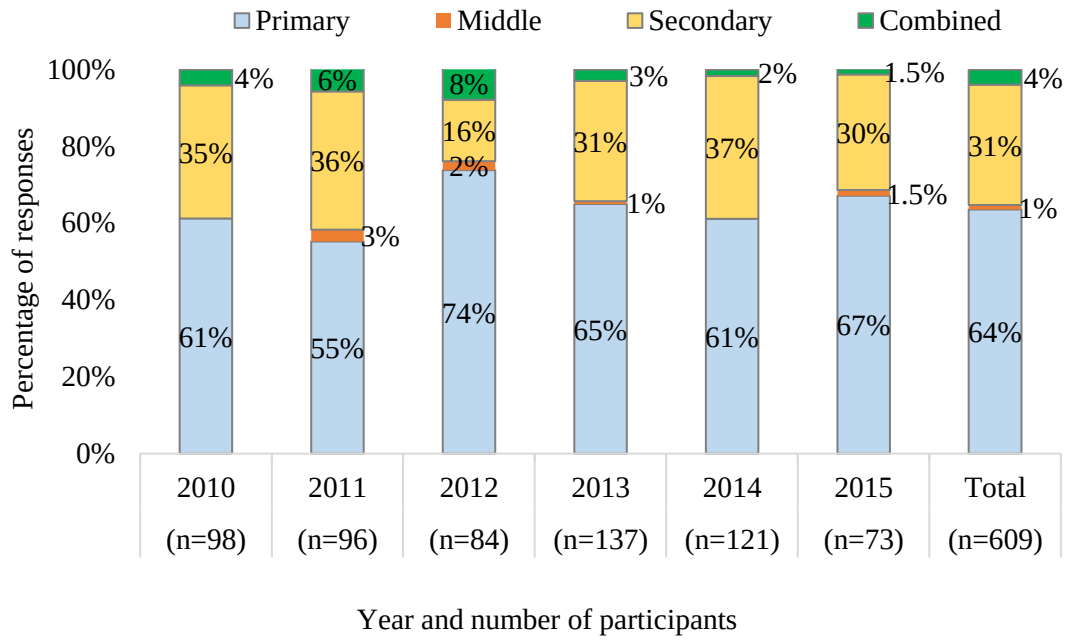


Figure 5.8. Year levels taught in first teaching position of Graduate Destination Survey participants for years 2010 to 2015.

The 22 interviewees who obtained K-12 teaching positions directly after graduating held positions in kindergarten (*n*=2, 9%), primary (*n*=12, 54%), middle school (*n*=1, 5%), secondary school (*n*=4, 18%), and senior secondary college (*n*=3, 14%).

Specialisation: The ITE course specialisations gained, such as Maths or Science, are compared with the actual teaching positions obtained. More than half (*n*=30, 56%) of the 54 ITE_GradSurvey participants who noted what specialisation/Year level they were teaching in their first teaching positions held positions related to their ITE specialisation qualifications. There were a further 11 participants (20%) who were employed in dual roles, in which some aspects of the roles were related to their specialisation. For example, a secondary trained teacher was teaching in all year groups from K-10. An additional three participants were employed in teacher roles that reflected their degree obtained prior to ITE studies.

Therefore, the remaining 10 (18%) participants were teaching in specialisations without related university or teacher studies. This included a primary teacher teaching Music to Years 7-10. The proportion of specialisation comparisons for the different ITE_GradSurvey participant groups are displayed in Figure 5.9. The interviewees all entered the teaching profession in an area related to their ITE specialisation.

Barry was appointed to a full-time permanent teaching position in his specialisation. He obtained a Year 3/4 class at a rural primary school. He commented, "I didn't know where I was going to get posted until it came up. It could have been anywhere. You just have to wait over Christmas then early January they rang and said, 'Banksia Primary.' … I had trained in middle primary years so that worked out well." Barry was at that school for about three years before asking for a transfer to an urban school closer to his home.

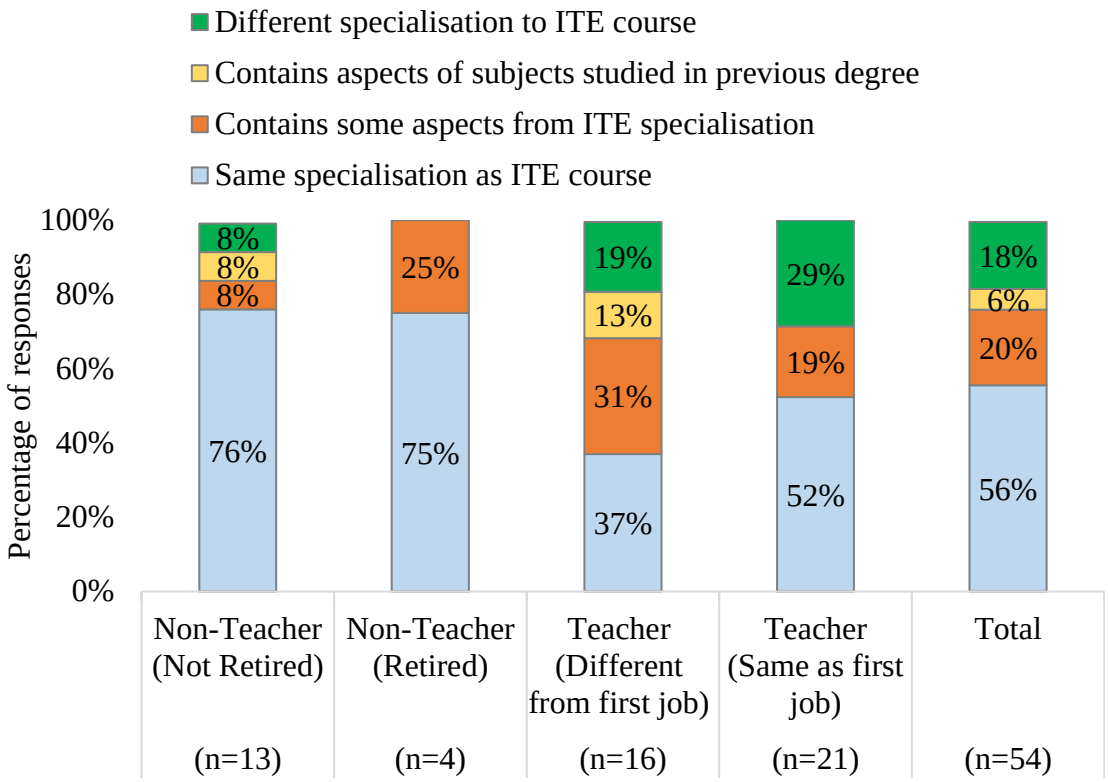


Figure 5.9. Comparison of Initial Teacher Education specialisation and first teaching positions of ITE_GradSurvey participants.

Characteristics of Occupations at Time of Study

The following sections discuss the characteristics of the occupations held at the time of the study and are considered as current positions in the discussion. The ITE_GradSurvey and the BeyondGradSurvey both provided information about the current occupations held. The BeyondGradSurvey data used in this study (2013 and 2014) were generated 3 years after the participants graduated and at a similar time to the data generated for the ITE_GradSurvey. The employment information from the BeyondGradSurveys has, therefore, been treated as *Current Job* data for this study and, where possible, compared with individual data from GradDestSurvey to highlight the changes in occupations.

The GradDestSurvey is not discussed in this section because it was not designed to gather information about changes made throughout the participants' careers. Also excluded from this section were; one ITE_GradSurvey Teacher participant who did not respond to the questions in regard to this section, and 12 ITE_GradSurvey Non-Teacher participants who were unemployed at the time of the survey. The reasons given for unemployment were health reasons (n=1), full-time studies (n=2), and retirement (n=9). In addition, two interviewees were retired and not working, and two were studying full-time. None of the ITE graduates stated that they were family carers.

The responses generated for current positions as K-12 teachers are drawn from 50 ITE_GradSurvey Teacher participants, 24 BeyondGradSurvey Teacher participants, and eight interviewees. The non-K-12 teacher positions consist of 25 ITE_GradSurvey Non-Teacher participants, six BeyondGradSurvey Non-Teacher participants, and 13 interviewees.

This section on the characteristics of the current positions held by Teacher and Non-Teacher participants, has been divided into job characteristics for easy comparisons between job types. The details concerning the *Current Job* are presented, as well as changes that have occurred between the *First Main Job* held and the *Current Job*. A comparison between first and current positions held for ITE_GradSurvey participants is presented in Table 5.8.

5.4.1 State in which Employed

Most of the survey participants and interviewees held positions in Tasmania at the time the study was conducted. The Non-Teacher participants were more likely to hold interstate positions than the Teacher participants. The only overseas position

indicated was held by a Non-Teacher interviewee, who was working in several casual and relief positions. Since he indicated in his ITE_GradSurvey responses that he was retired, the overseas response does not show up in the survey results. The comparison of the location of *First Main job* and *Current Job* shows that the only ITE_GradSurvey Teacher who was teaching interstate for her *First Main Job* was still teaching interstate at the time of the second survey. Two of the interviewees, Emma and Sarah, held non-teacher positions interstate at the time of the study.

5.4.2 Urban/Rural Locations

The locations of the current positions held were mainly in urban/city locations, with the only rural/remote teacher positions being held by 8 of the 50 (16%) ITE_GradSurvey Teacher participants and five of the 25 (20%) Non-Teacher participants. Although the location cannot be determined for all of the BeyondGradSurvey participants, there were six Teacher participants who indicated that they were in rural/remote schools. None of the interviewees mentioned that their current employment was situated in rural/remote areas.

The current teaching positions were more likely to be urban/city localities than the first teaching job held. For example, 56% of ITE_GradSurvey participants who were teaching began in urban/city schools, whereas 84% of the current teacher participants were in urban/city schools. The location of the first non-teacher positions was not generated by the ITE_GradSurvey and so a comparison between non-teacher positions could not be conducted.

5.4.3 Sector

The government school sector was, again, the main current employer of the ITE_GradSurvey Teachers (n=41, 82%), BeyondGradSurvey Teachers (n=20, 67%),

Teacher interviewees (*n*=7, 87%), and BeyondGradSurvey Non-Teachers (*n*=4, 13%). The sector was not asked of ITE_GradSurvey Non-Teacher participants or the interviewees, although it could be determined from other information that at least five (20%) of the interviewees were in the government sector and three (12%) in non-government positions.

Table 5.8

Comparison of First and Current Position held by Initial Teacher Education Graduate Survey Participants

	Teachers				Non-Teachers			
	First Main Teacher Job		Current Teacher Job		First Main Teacher Job		Current Job	
Location	*n*	%	*n*	%			*n*	%
Tasmania	42	98%	49	98%	23	88%	16	64%
Interstate	1	2%	1	2%	3	12%	9	36%
Overseas	-		-					
Rural	16	36%	8	16%	15	58%	5	20%
Urban	28	64%	42	84%	11	42%	20	80%
Government	39	87%	41	82%	22	85%	-	-
Non-government	5	13%	9	18%	4	15%	-	-
Total	44[a]		50		26		25	

[a] One Teacher participant did not indicate state in which teaching in first main job

5.4.4 Permanency

At this career stage, the majority of the ITE_GradSurvey Teacher positions were permanent (*n*=43, 86%) or on long-term contracts (*n*=6, 12%). There was one ITE_GradSurvey Teacher (2%) who stated that she was relief teaching in both government and non-government schools. This participant stated that relief teaching was not a preferred outcome, although she did not state her preference in the box provided. In contrast to the ITE_GradSurvey Teacher participants, less than half of

the Non-Teacher positions (*n*=10, 42%) were permanent, with a further 25% either on long term (*n*=5,) or short term (*n*=1) contracts. Permanent status of employment was not available for BeyondGradSurvey participants.

All the Teacher interviewees were in permanent employment, as well as six of the Non-Teacher interviewees. Another Non-Teacher interviewee, Jackie, was employed on fixed-term contracts which were renewed on a regular basis with the same employer. In addition, the six retired interviewees who were working were doing so either on short-term part-time contracts (*n*=3) or a casual basis (*n*=3).

5.4.5 Full-time Versus Part-time Employment

This question was not answered by one ITE_GradSurvey Teacher and one Non-Teacher participant. There were 33 (67%) ITE_GradSurvey Teacher participants who stated they were full-time and 16 (33%) were part-time as presented in Table 5.9. The ITE_GradSurvey Non-Teacher participants were equally dispersed (*n*=12, 50%) between full-time positions and part-time positions. There were eight (32%) ITE_GradSurvey Non-Teachers who were employed in casual part-time positions, two of whom were retired. The interviewees included two Teachers and three Non-Teachers who were employed part-time by choice to care for their children. Stuart, who had received full-time permanency but consciously reduced his teaching load, stated, “My balance is really important to me. I work four days a week at the moment so I can spend time with my son.”

Table 5.9

Demographics of Teaching Positions held by Initial Teacher Education Graduate Survey Participants

Characteristics of position held	Current Teacher (*n*=50)		Current Non-Teacher (*n*=26)	
	n	%	*n*	%
Permanent	43	86%	11	44%
Long-term contract	6	12%	5	20%
Short-term contract	-	-	1	4%
Relief/casual	1	2%	8	32%
Full time	34	68%	12	50%
Part time	16	32%	12	50%

Positions Held Other than Teaching in K-12 schools

The ITE_GradSurvey Non-Teacher *Current Positions* were categorised in a similar manner to *First Main Job* and included *Other Teaching Positions* (*n*=7, 28%), *Education Related Positions* (*n*=8, 32%), and *Alternative Occupations* (*n*=10, 40%). The diversity of positions held by the Non-Teachers is illustrated in Table 5.10.

The ITE_GradSurvey Non-Teacher participants were asked to list any teaching elements included in their non-teacher positions and whether they considered themselves as a teacher in that position. There were 21 (84%) Non-Teachers who recognised that their current job included some teaching elements, some of whom held positions in *Alternative Occupations.* The teaching elements experienced in Non-K12 teaching positions are included in Table 5.10. The benefits gained from the ITE course and the teacher elements included in other positions are discussed in more detail in Section 5.7. Similar to the results in relation to *First Main Job*, the non-K-12 teaching *Current Jobs* were mainly in *Other Teaching Positions* or *Education Related*

Positions. In Table 5.10, and throughout the thesis, the Non-Teacher participants are referenced with codes established from combining Non-Teacher (NT) and the participant's reference number in the ITE_GradSurvey.

Table 5.10

Current Positions held by Non-Teacher Participants of the Initial Teacher Education Graduate Survey

	Non-Teacher		
Occupation types	*n*	%	Benefits of ITE course & Teaching elements
VET teachers/trainer	1	14%	Main role is teaching (NT14)
Private teacher	1	14%	Have 50 private pupils (piano and music theory) during school and after school hours (NT3)
Tutors	2	29%	Online teaching (NT20)
University lecturers	3	43%	Lots! Lecturing, tutoring, mentoring pre-service teachers on placements, quality assurance and learning design work, etc., etc. (NT4); Online (NT38)
Other Teaching (Total)	7	100%	
Student/Learning support	3	37.5%	Planning and running training/ professional development (NT12); Training of staff and students (NT28); Delivery of presentations (NT9)
Teacher assistant	1	12.5%	Having conversational practice with Indonesian learners from primary to secondary schools (NT10)
Librarian	1	12.5%	Information literacy, digital literacy (NT7)
PA in educational institute	1	12.5%	Lots of organisation skills are involved. I communicate a lot with Principals and Teachers. I know my boss appreciates my experience in schools (NT8)
Education consultants	2	25%	Occasional student-based focus-groups (NT31)
Education Related (Total)	8	100%	
Research work	2	20%	I have to explain my theoretical and analytical methods and help others to learn and apply them. Student supervision (NT35)
Casual position	1	10%	
Managerial roles	3	30%	Understand principles of learning & development(NT11)
Office positions	2	20%	Train other staff (NT30)
Service industry	1	10%	I now educate people on what it is to lead a healthy lifestyle. How to listen to their body, read their symptoms and heal naturally (NT6)
Miscellaneous positions	1	10%	Run workshops in schools (NT29)
Alternative Occupations (Total)	10	100%	
Total responses	25		

The occupations held by the interviewees were inductively grouped into the themes that arose from the data coding and analysis. The categories reflected the positions and occupations held prior to enrolment into ITE courses: *Other Teaching Positions, Education Related Positions,* and *Alternative Occupations*. Table 5.11 lists all the non-K-12 teaching positions held since graduation that were mentioned by the interviewees. The numbers in brackets next to each position held distinguishes those currently held at the time of the study. The list also includes previously held positions and part-time/casual employment of the retired Non-Teacher interviewees. For example, Jackie works in hospitality and parents young children; she is listed under both jobs. Comments regarding the benefits of studying ITE and the teacher elements experienced in each of these position types are also included. The teaching elements experienced by the interviewees in these non-K-12 teaching positions and the perceived benefits of the ITE course undertaken are discussed further in Section 5.7.

Table 5.11

Non-K-12 Teaching Occupations Held by Interviewees

Occupation types	*n*	Benefits of ITE course & Teaching elements
VET teachers/trainer	3	Teaching experiences
Tutors (*n*=1)	3	Teaching experiences – Damian
University lecturers (*n*=1)	4	Teaching experiences – Neil
Other Teaching Positions	**9**	
Student/Learning support (*n*=1)	1	Through teaching experiences and networks – Louise
Curriculum support officer	2	Teaching science – Jenny
Senior roles in schools	4	Teaching experiences – Jenny and Merv Everything – Clive
Admin in educational institutions (*n*=2)	5	"Working [teaching] at the school and they asked me to do a bit of extra [admin] work around the place" Louise
Education consultants (*n*=2)	5	"Representing the interests of teaching working vocationally nationally" and "Good relationships with principals" Isaac Working with students and enjoyment of going to schools – Isaac Previous school contacts – Louise
Further studies	8	Focus and direction – Emily To assist other teachers – Angela and Damian
Director of International Baccalaureate	1	"in every way" Clive
Parenting (*n*=2)	7	Understanding how to teach; make projects and reading corner – Sharyn
Education Research	1	Teaching experiences – Clive
Education Related Positions	**34**	
Research work (*n*=1)	2	Guest lecturing, communication and behaviour change is teaching, and "how to explain science in a way other people would understand" – Jackie "Articulate your thinking, thinking on your feet, and all those sorts of communication skills" – Sarah
Hospitality (*n*=1)	2	
Managerial roles	2	Organisational skills; understanding people – Sue
Professional sports person	1	
Traveller (*n*=1)	1	
Further Studies (*n*=2)	3	
Alternative Occupations	**10**	

Movement Between Positions

The 50 ITE_GradSurvey participants who stated that their *Current Job* was different from their *First Main Job* included 17 (34%) K-12 teachers who were in different teaching roles or had received a promotion within the K-12 school system. The changes are summarised in Table 5.12. This included nine transfers to different Year levels, two of which were primary to secondary and one secondary to primary level. A further five (10%) participants obtained K-12 teaching positions after being employed in other positions, two of whom originally held positions in *Alternative Occupations*. The 15 ITE_GradSurvey participants who left K-12 teaching included four (8%) who moved into *Alternative Occupations*, and 10 (20%) who retired.

Table 5.12

Changes in Positions held by Initial Teacher Education Graduate Survey Participants

Changes in jobs	Participants	
	n	%
Teacher to Teacher or promotion	17	34%
Teacher to Other Teacher	4	8%
Teacher to Education Related	6	12%
Teacher to Alternative Occupation	4	8%
Teacher to Retired	10	20%
Education Related to Teacher	3	6%
Education Related to Alternative Occupation	1	2%
Alternative Occupation to Teacher	2	4%
Alternative Occupation to Education Related	1	2%
Alternative Occupation to Alternative Occupation	2	4%
Total	50	100%

The majority of the 30 BeyondGradSurvey teacher participants from 2013 and 2014 (64%, $n=19$) indicated that they were teachers in K-12 schools in their corresponding GradDestSurvey. This was greater for the 2014 BeyondGradSurvey participants, with 80% holding teacher positions at both survey points. As with the

ITE_GradSurvey participants, this does not necessarily mean that they remained as a teacher for the whole of this timeframe.

Some changes were noted in the year levels being taught. For example, some primary school teachers became secondary school teachers. Other non-teacher positions held included Early Childhood Education and VET teachers. This means, overall, that 25 (83%) of all BeyondGradSurvey participants had obtained a teaching position of some description, whether it was in the K-12 school system or elsewhere, within three years of graduating.

The only participant in an *Alternative Occupation* from the GradDestSurveys who also completed a BeyondGradSurvey was a pharmacy assistant; she obtained a teacher position before completing the second survey. There were, however, four participants who changed occupations from *Teacher* to *Alternative Occupations*. Three of these graduates may have been returning to previous careers because their occupations were listed as a doctor and nurses, and the 3-year gap would not have provided them with sufficient time to have gained such qualifications. The movement between the occupation categories are listed in Table 5.13.

Table 5.13

A Comparison of Occupations held by Beyond Graduation Survey Participants 3 Years after Graduation

	2013		2014		Totals	
Changes in Occupations	*n*	%	*n*	%	*n*	%
Teacher to Teacher or promotion	3	30%	16	80%	19	64%
Teacher to Other Teacher	1	10%	-	-	1	3%
Teacher to Alternative Occupation	3	30%	1	5%	4	13%
Other Teacher to Teacher	1	10%	1	5%	2	7%
Other Teacher to Other Teacher	1	10%	2	10%	3	10%
Alternative Occupation to Teacher	1	10%	-	-	1	3%
Totals	10	100%	20	100%	30	100%

The interviewees showed similar trends with six (24%) moving into K-12 school teacher positions, including promotions. Eight (32%) of the interviewees who previously held K-12 teaching positions had retired, but, as discussed in Chapter 13, they did not necessarily hold K-12 teaching positions prior to retirement. The other noted move was four (16%) from K-12 teaching to *Education Related Positions*. There were two interviewees who moved from K-12 teaching to *Alternative Occupations* and two who did the reverse: *Alternative Occupations* to K-12 teaching. It was interesting to note, that out of the 25 interviewees, Barry was the only interviewee who enrolled in a first degree with the intent to teach and who remained as a K-12 classroom teacher until he retired at 55 years of age

Barry taught in 11 different primary schools throughout the state. The classes ranged from Year 3 to Year 6, and included both rural and urban schools. He took on Advanced Skills Teacher (AST) roles but still remained as a classroom teacher because he had a desire to remain "at the coal face." He also did not want to take on more administrative work. Some of the changes in schools that Barry experienced were initiated by him; however, other changes were instigated by his employer, the Department of Education.

Benefits Gained from Initial Teacher Education Courses

5.7.1 Non-K-12 Teaching Positions

Of the 25 ITE_GradSurvey Non-Teacher participants, 21 (84%) affirmed that their *Current Job* included teaching elements. Most of these 21 ITE_GradSurvey Non-Teacher participants also claimed that they considered themselves as teachers in the positions they held (*n*=13, 62%), and acknowledged that their ITE qualifications assisted them to obtain the non-K-12 teaching position (*n*=20, 80%).

Regarding the 11 out of 81 ITE_GradSurvey participants whose *First Main Job* after graduation was in non-K-12 teaching positions, five (45%) recognised teaching elements in their non-K-12 teaching jobs, two considered themselves as teachers in that position, and four (36%) verified that their ITE degree was beneficial in them obtaining their first job. The teaching elements in non-K-12 teaching positions from the ITE_GradSurvey have been presented in Table 5.10 along with the occupations held. Listed below, however, are some of the ITE_GradSurvey responses

relating to the manner in which ITE courses assisted them in obtaining non-K-12 teaching positions.

- "Enhanced my appeal to potential [music] clients" (NT3);
- "A good grounding in educational theory and practices required for training staff" (NT12);
- "Providing networking opportunities established during Professional Experiences" (NT10);
- "Time management, people skills, research and learning skills" (NT24); and
- "Changed my view of the world … and how I do my work" (NT25).

In addition to this information, 28 ITE_GradSurvey Non-Teacher participants indicated their main employment type since graduation. Although no longer teaching, 17 of the 28 (61%) considered that their main employment had been as a teacher in K-12 schools and 11 (39%) considered non-K-12 teaching their main employment type during the timeframe between graduation and this survey.

The interviews provided a more detailed description of the benefits gained from the ITE course in obtaining non-K-12 teaching positions as well as the skills used in the other occupations. Communication skills; and teaching skills, such as teaching, lecturing, and marking, were the most frequently mentioned skills.

Jackie's research position contained many teaching elements. Part of her job description involves communicating with scientists to construct the results of their studies in a manner that different audiences can understand and apply them to benefit society. Although the people in her employment environment use terms such as "communicating" and "behaviour change" to describe her job, she acknowledges that "communicating and behaviour change is teaching." She went on to say that she does not tend to use the term "teaching" in the work environment, "because they don't understand it's teaching." Jackie considers this a problem because she recognises that "teachers are really well placed to facilitate this kind of cross communication and learning." She also sees the value of teachers in the community as a whole because of the skills they have. She commented, "Teachers are needed in all aspects of work and life."

Sarah commented that giving presentations was a skill she valued from teaching. Apart from "being able to articulate your thinking and thinking on your feet" Sarah also said "you feel confident standing up in front of people. You know how to put a presentation together." Sharyn found teaching skills assisted at home with her children because she was "expanding their little minds and going with what they are interested in." Past teaching experiences in hard-to-staff schools helped Neil when he began lecturing in initial teacher education. He stated, "I came here [to university lecturing] with a recent dose of reality…. My studies helped me turn that into useful information for the students." Other more general skills such as people skills, research skills, organisational skills, problem solving, and time management were mentioned in the interviews. Not only the skills but also the networking assisted

in obtaining other positions. Jenny said, “Once I got into the science [curriculum] job, the career path changed a little bit more because that opened up doors nationally.”

Sue explained how she transfers the skills gained from teaching in schools to organising functions in non-teaching settings. She is confident in her abilities to perform this type of task because she always had to think about what inherent risks were involved in every excursion she undertook while teaching. “I have 50 girls and I have to cover that and I have to think about that, and that, and that; and we must take that, that, that, and that.” She also acknowledged her ability to think very widely, saying, “I think that comes from teaching.”

Many of the interviewees considered themselves as teachers in their non-K-12 teaching positions. Jackie was the most passionate when she stated, “I definitely feel like I am a teacher at heart rather than anything else. I feel like I use all those skills all the time in all aspects of my work.” She also added that the public did not understand the skills that teachers develop or how useful they were in everyday situations.

5.7.2 K-12 Teaching Positions

The benefits gained by completing ITE courses in regard to teaching in K-12 schools were not considered in any of the surveys; however, some of the interviewees did discuss items they found beneficial. Studying curriculum subjects, such as biology and music, gave Jenny an insight into the depth that a particular discipline could be studied. Although she did not teach these subjects in schools, she found it beneficial because “When you are teaching other stuff, you know that there must be

that depth of knowledge to everything and ... so you know to go and do the research to find out what you need to do." Neil found the Professional Experiences within the ITE course, and the reflection session of such experiences, valuable on his entry into the profession. Emily noted that studying ITE courses benefited her in K-12 teaching and beyond. She said the benefits ranged from "behaviour management strategies, pedagogical knowledge, to strategies that enable you to have a long and healthy career and everything in between." Emily recognised that although the foundations of these strategies were gained during the course, they were "consolidated and strengthened in the classroom."

Not all comments about the ITE course were positive. One negative aspect of the ITE course, noted by Neil while lecturing in ITE, was that some lecturers without recent experience in the classroom tended to become "ultra-theoretical." Barry and Sue also indicated that they thought there was more theory included in ITE courses than necessary.

Concluding Remarks

The career pathways of the ITE graduates in this study were multi-directional, fluid, and dynamic, and included a diversity of roles among positions. Before and directly after graduation, the ITE graduates' careers led in different directions. The graduates accepted roles as K-12 teachers, as teachers in other teaching facilities, in education related positions, and in occupations that were not directly related to teaching or education. The positions held after ITE graduation were more teacher and education based than the positions held prior to graduation. The ITE courses were seen as a benefit in all positions held because they included teaching elements.

The careers of the ITE graduates were fluid in that the positions held were not fixed. This was particularly true for those who were employed in non-permanent or part-time employment, which was a more common form of employment for the more recent graduates. Both K-12 teaching and non-K-12 teaching positions included part-time and non-permanent employment undertaken by the ITE graduates. Although ITE graduates held non-K-12 teaching positions directly after graduating, only a few (6%) of the 81 ITE_GradSurvey participants' *First Main Job* was not related to teaching or education. None of the participants or interviewees noted parenting or family carer as an occupation after graduation.

The career pathways of the interviewees illustrated the amount of change that occurred within their journeys, creating a dynamic career. Some of the interviewees held more than five different positions *before* enrolling in their ITE course and changes in roles and occupations continued after ITE graduation. Some of the non-K-12 teaching positions held were in rural, remote, and interstate, as were the K-12 teaching positions, indicating that location was not an influential factor for the ITE graduates not to teach in K-12 schools. The personal, social, and structural factors that influenced the ITE graduates' career choices, among and within the different positions held, are discussed in Chapters 11-14.

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Chapter 6

Career Preferences and Future Plans

This chapter reports on the career preferences and future plans of the ITE graduates. The career preferences are analysed to determine whether the graduates' career outcomes were considered as successful, which has not been reported in previous literature. The career intents of the ITE graduates for the next 5 and 10 years are considered to gain an insight into their future career plans, and whether those plans include change or stability. Discussed are the results from ITE_GradSurvey participants who indicated whether their current job was their preferred position, and, if not, what they would prefer; and their future career intentions. From a different perspective, the interviewees also reflected on what their ideal career would entail if they started again. There were three ITE_GradSurvey participants who did not respond to any questions in this section: two Non-Teachers and one Teacher participant. A further eight participants did not indicate whether they would consider studying their ITE choice if they were to start their careers again. There were no data from the GradDestSurveys and BeyondGradSurveys on this topic made available for this project.

Preferred K-12 Teaching Positions

The majority of the ITE_GradSurvey Teacher participants (*n*=43, 86%) considered the current position they held as their preferred. Two of the seven Teacher participants who indicated that their position was not their preferred did not state their preferences. Comments from the other five participants included one who stated that she was happy in a Year 5-6 class even though she specialised in ECE; three who would prefer a change in discipline area to match their specialist field; and one who was seeking a leadership position in preference to her current role of teaching Year 11 and Year 12 science subjects. The changes in disciplines mentioned were teaching Art instead of Mathematics, and English instead of Drama. A change from secondary school to primary school level was also reported by a male participant. The participant seeking a change in school levels also indicated the desire to change schools, so he could be closer to his home base.

The majority of the 43 Teacher participants (*n*=23, 53%) who indicated that the teaching position they currently held was their preferred, obtained the positions either before (through a limited authority to teach procedure) or directly after ITE graduation. One of the other participants, however, did not obtain his preferred teaching position until 13 years after graduation and another participant was working in alternative occupations for nine years before entering the teaching profession. Three of the participants indicated in the open-ended questions on the survey that they had enjoyed all the teaching roles experienced. Details of the time taken to reach their preferred positions is presented in Table 6.1.

Table 6.1

Time Taken for Teacher Participants in a Preferred Position to Obtain their Preferred Teaching Position

Time periods	Teacher participants	
	n	%
Prior to or directly after graduation	23	55%
1-2 years	6	14%
3-5 years	5	12%
6-10 years	6	14%
More than 10 years	2	5%
Total	42	100%

Preferred Non-Teaching Positions

The majority of the ITE graduates who were not employed at the time of the survey, were satisfied with their situation. Of these 11 ITE_GradSurvey Non-Teacher participants, eight (73%) stated that this was a preferred outcome, although they did not give reasons. The other three participants comprised a retiree and two with health issues. Those with health issues stated they would have preferred to be employed. The retiree stated that although he would prefer to still be teaching, he had taken advantage of being at an acceptable age to retire.

In general, the ITE graduates employed in positions other than K-12 teacher were in their preferred position. Of the 14 employed Non-Teacher participants, 8 (57%) were in their preferred position, and 6 (43%) were not. Five of the six Non-Teacher participants, who were not in preferred occupations, commented that they would prefer to be teaching in K-12 schools, with the other one preferring a position lecturing at a university. The Non-Teacher participant wanting a university position noted a lack of social network contacts as a barrier to obtaining such a position. The five wanting teaching positions commented on the lack of available jobs (n=2), a lack

of social networking contacts (*n*=1), a need to re-train (*n*=1), and issues with the Teachers Registration Board finalising the application (*n*=1). For participant NT8, the lack of available teaching positions was partly due to her strict criteria of employment rather than a shortage of teaching positions.

NT8 acknowledged that although she would prefer to teach, the conditions in which she would return to teaching in K-12 school were limiting. "The perfect job for me would be a job share as a primary classroom teacher or primary art specialist teacher." Her ideal working week also limited her choices. She said, "Two days a week at the moment, maybe three in a couple of years when my kids are older. I know this is pretty picky and I'd be lucky for a job like this to come my way."

The time taken to obtain the preferred position of Non-Teacher participants was more evenly distributed among the time periods shown in Table 6.2, than the time taken for Teacher participants. This was partly because some participants considered their preferred position as the position they obtained after leaving or retiring from teaching in K-12 schools after being employed as such for a substantial number of years. Although four Non-Teacher participants obtained their preferred jobs directly after graduating, one other participant stated it took him 30 years. This participant, however, also noted that he had enjoyed his time teaching in K-12 schools during those 30 years.

Table 6.2

Time Taken for Non-Teacher a Participants in Preferred Position to Obtain their Preferred Position

Time periods	Non-Teachers	
	n	%
Prior to or directly after graduation	4	22%
1-2 years	5	27%
3-5 years	3	17%
6-10 years	3	17%
More than 10 years[a]	3	17%
Total	18	100%

[a] Includes those who retired from teaching.

Reflections of Study Choices

To obtain some indication as to whether the ITE graduates considered their course was of benefit to them in their career outcomes, they were asked whether they would make the same ITE course choice, if they had their time over again. A total of 52 out of 77 (67%) ITE_GradSurvey participants indicated that they would choose to study ITE if they were starting out again. This consisted of 28 (62%) Teacher and 14 (44%) Non-Teacher participants who would choose the same ITE course again, and eight (18%) Teacher and two (6%) Non-Teacher participants who would study an ITE course with a different specialisation. Two Teacher and seven (22%) Non-Teacher participants indicated that, in hindsight, they would not study ITE. The other seven (16%) Teacher and nine (28%) Non-Teacher participants were uncertain about the direction they would choose.

From the open-ended questions in the ITE_GradSurvey, it was apparent that not all those who indicated that they would not study ITE again because they did not enjoy teaching in schools. Four participants considered studying ITE differently rather than not at all and their options included studying at a different university, as a

second degree, or earlier in their career journey. Two other participants commented that even though they probably would not study ITE again, it was through experiencing teaching in K-12 schools that their new career interests were established. Considering other career options through teaching experiences reflects positively on originally studying ITE courses.

The comments given for considering other study options reflected the changes that have occurred in the workplace, both in the teaching profession and in general. For example, “Teaching was very good to me BUT the climate and support for beginning teachers is so different and relatively unsupportive, I think I would have gone back to science research” (NT13). Another five participants noted that there are now more career options available compared to when they studied, especially for women with children. One participant mentioned that she was disappointed in the lack of the professionalism within teaching and that it is not valued by the general public. A lack of job availability was seen as a problem to the point where two participants considered other options preferable.

Ideal Careers of Interviewees

The interviewees were prompted to discuss their ideal careers to gain a sense of their career satisfaction from an alternative approach from asking whether they were in their preferred position. The responses were categorised into four main themes that emerged from the data when relating the ideal to the current career pathway. *Remain the Same, Complete Change, Detours, and Desire to Return.*

6.4.1 Remain the Same

The category *Remain the Same* included responses from the ITE graduates who implied they were satisfied with their career outcomes. There were 10 (40%) interviewees who claimed that they would follow the same career path that they had already travelled. Job security was noted by Katharine as a reason to follow the same career path because, like her, other graduates in the discipline of her first degree were also struggling to obtain secure jobs. She has found K-12 environmental science teaching really inspiring and worth the struggle she experienced obtaining a teaching position at the beginning of her teaching career.

Personal skills gained were considered rewards for the work undertaken by Steve and Christine. Steve commented, "There is so much professional development available to develop my skills. I will retire happy, not jaded or cynical." The advantage of the life experiences gained so far were mentioned by Jackie, Angela, Louise, Steve, and Christine. Louise noted "it is important to have a range of experiences because they inform everything you do." Steve felt really fortunate to have had such a range of teaching opportunities, although he did consider the continual changes of positions very challenging at the time he was experiencing them. Neil, who never planned his career, was content with the choices he made and did not regret becoming a K-12 teacher, although he did acknowledge that any career opportunity undertaken would most likely have been just as satisfying.

6.4.2 Complete Change

The ITE graduates' remarks that noted a preference to follow a totally different career pathway than the one chosen were categorised as *Complete Change*. Nine of the interviewees (36%) considered that their ideal career journey would have

followed different paths to the ones they had travelled. Most of these interviewees' ideal careers did not include positions related to teaching or education. Some of their ideal careers included occupations that have developed since the interviewees undertook their first university studies. Barry, who is retired from teaching in K-12 schools, had considered town planning during his first degree. He now believes he would rather have worked in parks and wildlife because he always enjoyed working outdoors, especially in the bushlands. Isaac, also retired, suggested photojournalism would be a more interesting career path. Both Barry and Isaac's ideal occupations were not available while making their career decisions early in their working lives. The factors that influenced their career choices not to take on these alternative occupations are discussed in depth in Chapter 8.

Isaac faced many career choices in his time including a PhD scholarship to study geography interstate. "It is interesting, if I had gone down the academic road I probably would have been working globally rather than here in good ol' Tasmania." He reflected on other life experiences, the choices he made, and the outcomes that may have been.

"What if I had become a pilot? If I had persevered with that, would I have enjoyed the long hauls in Australia or international hauls over time? Who knows! I really like writing. I actually like journalism, I actually like the media, and if I had my time over again I probably would have gone into or looked more closely at something like photojournalism." Isaac also reflected on changes that may have improved his career. "Also, if I knew what I do now I would have gone into my own

business much earlier. I really enjoy running my own consultancy. Running it as a business."

His biggest wish for change, however, was related to obtaining a promotion to a principal position. "If I go back to the first time at Hakea [city-based] College when I was knocked back for the principal's job … it took me a while to actually take action. It was about 4 years later that I joined VET network. If I was really serious about becoming principal, I probably should have gone to Myrtle District High School [a remote mining school] or somewhere out of the way so that I could demonstrate the skills I had. But I had a young family and I was locked in. These days it wouldn't have worried me. It wouldn't worry me two hoots."

The desire for a complete change was also expressed through missed opportunities. Maree and Ailsa both mentioned veterinary science as an ideal career. Maree, a retiree, still regrets not being able to afford to travel interstate to study a science-based career. Ailsa admitted that teaching was her current occupation by default because she did not attend university directly after completing Year 12. She also considered teaching as a lifestyle option to fit in with her family commitments.

Alex, a teacher, would have considered a mathematical-based career; however, he also acknowledged that it was through his teaching experiences that his passion for mathematics developed. Paul expressed his continued desire for a military or seafaring career. When making his career choice, his parents objected to him joining the navy. Since becoming a parent himself, he has come to appreciate his parents' objections. Sarah, a teacher, was influenced by her mother not to follow a career in music. She stated that she still desires to hold a career in music, even if as a

music teacher, but never mentioned any intent to change from the positions she currently held.

Sarah stated that her ideal career would not be K-12 teacher although she also said she did not regret this decision. "If I had been able to go ahead with music I would have loved to teach music. At that stage I would have chosen it." She specialised in mathematics and science teaching "almost by default." She had been a stay-home-mother and was seeking something that she found interesting. "I needed something that was really <u>different</u> to anything I had done before. And I loved it and I have done well at it."

The comments associated with what an ideal career would entail included a range of alternative occupation options by some interviewees and, by others, a simpler more direct career pathway than that experienced. Sue listed several ideal careers, some of which involved teaching but not necessarily as a K-12 classroom teacher. She remarked, "… an education officer where I went into schools and did a program, or the host on a TV program for children. I would love that. It would feed my drama, and my creativity, and I can be educational." The other non-educational options she mentioned included proprietor/manager of small businesses, graphic design, architecture, and "something with a more creative aspect to it." Sharyn was the only one who stated that she regretted leaving K-12 school teaching. She left teaching to explore other options, such as hospitality. "I have had some wonderful experiences and I have had some great times, and I have met wonderful people and all that stuff but I miss working with children very much." Sharyn also noted that the

school holidays and school day start and finish times would suit her current family situation better than hospitality.

6.4.3 Detours

The *Detours* category includes the ITE graduates' preferences for small changes to an otherwise successful career. Although not necessarily disappointed with their career paths, six (24%) of the interviewees would have eliminated, or added, some detours in the career journey. Merv would have preferred to enter teaching profession directly after leaving cabinet-making employment rather than "wasting time" in his second occupation as a policeman. He felt that the 5 years spent in the police force had reduced his opportunities for a promotion in the teaching profession as the period of high growth in Tasmanian K-12 schools ceased around the time he completed his ITE studies.

Damian, a university lecturer, also thought it would have been simpler to eliminate the one term of teaching he performed after graduation and simply begin his PhD candidature straight away. Unlike Merv, however, Damian does not regret this extra step in his career. He said, "It was a matter of discovering who I was."

Emily, HDR candidate, admitted that the way her career unfolded was probably a better option than her original desired choice because "uni is more me than teaching." Emily, who had a strong desire to teach since primary school years, had actually envisioned teaching in K-12 schools for several years before studying her PhD.

The career detours included career advancements and different experiences within the teaching profession. Jenny attempted, several times, to obtain a permanent principal position but acknowledged that her lack of interview skills prevented this.

Trudy's ideal career still included teaching in schools but would have included teaching in other contexts, such as teaching overseas. The lack of expertise in other teaching specialisations prevented Emma from obtaining what she currently considers her ideal occupation, that of a school librarian.

> *"In the school that I worked in, I have looked at the teacher librarian job and gone 'That would be the nicest, I would love to do that job.'" Emma admitted that she spent a lot of time at the local library and liked that it was a teaching position that could be performed in schools and elsewhere. "I love books and I really like libraries, and, in both the schools I've worked in, the librarian was really involved in curriculum and developing curriculum with teachers and also in helping teachers in the classroom, so yeah." She said she "loved" that the library seemed to be the hub of the school and the library teachers knew what was going on in every classroom. The idea of working across disciplines from Prep to Year 12 with teachers and students was also attractive. "I thought that was awesome, but I also understand that not every school is set up that way. I think because they were private schools they had the flexibility to work with their curriculum differently."*

6.4.4 Desire to Return to K-12 Teaching

A *Desire to Return* indicates the ITE graduates' desire to obtain further employment as a teacher in K-12 schools in the future. For some, the desire to return to teaching in K-12 schools was under restricted circumstances. Sarah returned to research work after a stressful experience on her second K-12 teaching contract. Although close to retirement age, on occasions she still considers returning to

teaching but under certain conditions. She commented, “I would be fussy about where I took a job. I would never go back to a school like that [with behaviour management issues] again.”

The desire to return to teaching was also affected by family considerations. Sharyn realised that her current job in hospitality did not fit well with her new life with young children. This has rekindled Sharyn’s desire to teach: “I miss teaching a lot. I think I am compensating a lot with my own children. I have got a home corner, and word of the day and letter of the week and all that sort of stuff.” Emma has also considered returning to teaching when her children are older and more independent, although she mentioned up-grading her qualifications may become a deterrent.

Future Career Intentions

This section presents the results of what the ITE_GradSurvey participants thought they would be doing career-wise in 5 and 10 years. There were 47 ITE_GradSurvey Teacher and 37 Non-Teacher participants who responded to these questions. The results have been presented in terms of Teacher and Non-Teacher participants, with comparisons between the two participant types illuminated in Table 6.3.

6.5.1 Career Plans of Teachers

Five-year Plans: Most Teachers articulated little change in their career plans for the next five years. The majority (*n*=41, 87%) of the ITE_GradSurvey Teacher participants stated that they would still be teaching in 5 years. Of those who added comments, 10 were working towards a promotion or change in teacher role, seven hoped to be in the same role or at least in the same school, six desired a

permanent K-12 teaching position, and four planned to retire within this timeframe. Of the other six participants, four were indecisive about their future career plans, and two intended to look for new challenges, which, in some cases, included leaving K-12 teaching. Some of the Teacher participants who were planning to leave teaching indicated that the new position was likely to still be in an education-related position. One participant posed the question "What else can I do?" Another was concerned about the difficulty she was having in gaining a permanent K-12 teaching position and that she required other employment to support herself.

Ten-year Plans: Although more than half of the participants discussing their 10-year career plans indicated that they were planning to remain in K-12 teaching, there was a more of a definite indication of planned exits from the teaching profession. This is somewhat expected due to the survey including established teachers of all ages, rather than only beginning teachers. There were 28 (60%) Teacher participants planning to continue with teaching, 11 who wanted a change in roles, seven who would be considering retirement, and one who had no plans. The Teachers who intended to take on new challenges in their five-year plans were now more definite about leaving the teaching profession, and their plans included return to study (*n*=1), research (*n*=2), business proprietorship (*n*=1), lecturing (*n*=2), and overseas teaching (*n*=2). Three simply stated "not teaching" as their long-term plan.

Those who intended to continue with K-12 teaching for more than 10 years were still considering changes: to part-time work (*n*=1), from contracts to permanent teaching (*n*=1), administration based positions (*n*=1), inclusion of more pastoral care (*n*=1), promotion (*n*=3), remaining in the same school (*n*=3), and moving to different schools (*n*=2). One participant commented that she would continue to teach in K-12 schools because of financial reasons more than her passion for teaching. Through

several interviews it was noted by women, around retirement age, that they were not encouraged to accrue superannuation when they were younger and they were requested to leave K-12 teaching once they began a family. This is echoed in one participant who returned to teaching after having to retire earlier in her career to start a family. She (T6) remarked: "If I were not a woman who was forced to resign to have my children, I would be retired."

6.5.2 Career Plans of Non-Teachers

Five-year Plans: The five-year career plans of the non-teacher ITE graduates were more stable than those teaching in K-12 schools. There were 25 (69%) of the 37 Non-Teacher participants who thought they would be doing the same type of job in five years. Three of these 25 participants aspired to receiving a promotion within their current occupation. A further six Non-Teacher participants stated that they would change their jobs: five of whom expressed a desire to return to K-12 teaching while the other one was planning to work as a volunteer. The other Non-Teacher participants intended to retire (n=2), to work part-time or retire (n=1), or were unsure of their future plans (n=3). Although 11 Non-Teacher participants considered themselves as retired, some of them also indicated that they were working in non-K-12 teaching employment in part-time or casual employment. Those still working indicated that they planned to continue work in their current non-K-12 teaching positions, but to a lesser degree.

Ten-year Plans: Although there was still a trend to remain in the same position for a further 10 years, other participants were unsure of what direction their careers would follow, as presented in Table 6.3. Of the Non-Teacher participants, 21 (57%) intended to remain in the same job that they currently held and five stated they

desired a change. Four of those who indicated a change were keen to teach in K-12 schools if they managed to obtain teaching positions. A further seven of the participants thought they would retire in 10 years, and another four were unsure of their future career plans. Only one person, a female, mentioned starting a family; however, she also indicated that she would continue to work in her own business.

Table 6.3

Future Career Plans of Initial Teacher Education Graduate Survey Participants

	5 years				10 years			
	Teacher		Non-Teacher		Teacher		Non-Teacher	
	n	%	*n*	%	*n*	%	*n*	%
Same as current	41	87%	25	68%	28	60%	21	57%
Change of position	2	4%	6	16%	11	23%	5	13%
Retire/Part-time	4	9%	3	8%	7	15%	7	19%
Unsure			3	8%	1	2%	4	11%
Total	47	100%	37	100%	47	100%	37	100%

Concluding Remarks

The majority of the ITE graduates were satisfied with their career outcomes and were employed in their preferred employment within 5 years of graduation. Of those in non-preferred positions, the graduates who were teaching K-12 schools indicated that they were considering a change in roles in preference to seeking other employment opportunities. Overall, the graduates were satisfied in their choice of teaching as a career. There were some graduates in non-K-12 teaching positions who would prefer to be in a K-12 teaching position. Whether they would or could take up that option if the opportunity arose was not evidenced.

The interviews clarified that those who were considering a complete change of direction in their career journeys were desiring occupations that did not exist or available to them while studying ITE courses. The participants who were teaching in K-12 schools were more likely to remain in their current occupation for a further five or ten years than those who held non-K-12 teaching positions. In addition, those not teaching in K-12 schools were more uncertain of their career plans than those teaching in schools.

Chapter 7

Discussion of Career Pathways

This chapter discusses the results presented in Chapters 5 and 6 and addresses Research Question 1: *What career journeys do initial teacher education graduates undertake?* It also examines whether these graduates' other occupational choices include teaching elements, and whether the ITE courses support them in their chosen careers.

Multi-directional, Fluid, and Dynamic Careers

Multi-directional, fluid, and dynamic, describe the career pathways of the ITE graduates evidenced in Chapter 5 and 6. The career pathways were multi-directional in that the graduates followed different pathways; fluid, because the journey was not structured or set throughout the journey; dynamic, as in there was constant change among and within the occupations. Within those pathways the positions held prior to teaching, in schools, and beyond were diverse. The diversity was demonstrated not

only through the range of roles undertaken, but also through the variety of experiences gained within positions held.

The career pathways leading to entry into ITE course followed three patterns. The pathways included enrolment directly from completion of Year 12, after graduation of a previous degree, and after paid employment. The paid employment prior to ITE studies included a range of occupations; however, most of the employment at this stage was not related to K-12 teaching or education. That graduates enter the teaching profession from alternate occupations has been reported in earlier teacher retention studies (e.g., Andrews & Hatch, 2002; Laming & Horne, 2013). It appeared that there was a lack of structure in the ITE graduates' careers, with some graduates being employed in several occupations prior to enrolment into ITE courses.

The multi-directional and fluid career pathways of these graduates continued as the ITE graduates undertook different pathways into teaching in K-12 schools. Although the majority of participants in this study reported obtaining a K-12 teaching position as their first main job after graduating from ITE studies, many also found employment in other occupations, and a few did not obtain any for a significant period of time after graduating. Tolich states that, unlike Bachelor of Arts graduates, the ITE graduates have a pathway "prescribed for them" (Tolich, 2012, p. 149) and that they follow this path and teach in K-12 schools. This study and previous research (e.g., House of Representatives Standing Committee on Education and Vocational Training, 2007; Queensland College of Teachers, 2013) have shown that this is not always the case. For example, all the interviewees in this study obtained a K-12 teaching position at some time between graduating and participating in the study. Some graduates, however, did not enter the teaching profession directly from

graduation and some teachers left K-12 teaching within five years. This evidence supports studies conducted in Britain (Smithers & Robinson, 2001) and Australia (Ewing & Smith, 2003) in regard to retention of beginning teachers early in their teaching career.

This study also found that ITE graduates who did not enter teaching directly after graduation remained interested in the occupation and, in some cases, after several years in non-teaching occupations, took opportunities later in their career journeys to enter the profession. Other studies (Buchanan, 2010; Walter & Pellock, 2004) reported similar findings of teachers returning to the profession but the context of their studies was related only to former teachers and not ITE graduates who did not enter directly from teacher education studies. In addition, the majority of the ITE graduates who were not teaching in schools at the time of the study indicated that their main employment area since graduation was in K-12 teaching. The positions obtained after graduation that were not in K-12 schools, were mainly education related unlike those held prior to undertaking the ITE course.

The multi-directional career pathway undertaken prior to enrolling in ITE courses and after graduation, demonstrates that changes in occupations occur more frequently in modern career pathways than in the traditional one-occupation career pathway. This supports reports by Beck (1992) and McCrindle (2013, July 30) that the Millennial and later generations repeatedly change occupations and positions within those occupations. The fluctuations within the ITE graduates' career journey to date also suggest that there is a likelihood that that other career changes will occur in future years.

Employment Status of Occupations

The career journey of the ITE graduates tended to be more fluid than experienced in a traditional one-occupation career. They were characterised by the myriad employment possibilities which tended to shift from casual to more permanent positions as their careers progressed. Entry into the workforce was dominated by casual employment for positions obtained in both K-12 schools and other occupations. A study conducted by Kidd and her colleagues (2015) noted that part-time contracted positions were a common entry for beginning teachers, with permanency only obtained after several fixed-term contracts had been completed.

Entering the teaching profession in a permanent position appears to have become elusive over time and not achieved by many of the more recent graduates. An increase in non-permanent positions in the teaching profession has been noted in teacher retention in Tasmania (DoE, 2016; L. Kidd et al., 2015) and, more broadly, in Australia (Harris et al., 2005; Skilbeck & Connell, 2003). Similar trends have been seen in the general workforce (ABS, 2011b, 2015). The growing casualisation and fixed-term contracts in the workforce have made the nature of employment fluid (Baruch, 2004). Studies, such as those conducted by Plunkett and Dyson (2011), however, have warned that casualisation of the teaching profession hinders the development of relationships with staff and students, and impacts on the teachers' career plans.

The extent of the non-permanent nature of K-12 teaching has not been compared with that of other employment in previous literature, nor the comparison between part-time and full-time employment. At the time of this study, a higher proportion of the ITE graduates was employed on a permanent basis or on long-term

contracts that those employed under similar employment conditions in other occupations. This study revealed that the non-permanent positions of those not teaching in K-12 schools were considered more stable, and, therefore, more acceptable than non-permanent K-12 teaching positions. For example, Jackie stated that working as a researcher was more reliable than teacher employment, and Emily mentioned never knowing when the phone would ring in the morning for relief teaching. Regardless of teaching or non-teaching, the ITE graduates expressed a desire for stable, secure employment; however, the flexibility of part-time employment was preferred by some graduates

[redacted]Location of Occupations Held after Graduation

A higher proportion of the ITE graduates was assigned positions teaching in rural/remote areas than those reported in other studies (AEU, 2009; APPA, 2007). The first K-12 teaching positions held directly after graduation were evenly distributed between rural/remote and urban/city schools, with the majority being held in government schools. The K-12 teaching positions held at the time the study was conducted, however, were more inclined to be in urban/city positions than the early positions obtained earlier in their teaching career journeys. This is possibly due to the DoE's transfer policy that allows teachers to obtain a school in an urban area after a placement at a rural school. This study shows that teaching positions were easier to obtain in rural areas than urban, ratifying similar reports by the Australian Primary Principals Association (APPA) (2007).

Some of the ITE graduates who were not teaching in K-12 schools at the time of the study, also held employment positions in rural/remote areas. This implies that the ITE graduates were not averse to being employed in rural areas, even though the

ruralisation of beginning teacher positions is reported as a concern for teacher retention (APPA, 2007).

The majority of the ITE graduates were employed in Tasmania both directly after graduation and at the time of the study. There were more ITE graduates who obtained interstate employment in other occupations than those who were teaching in interstate K-12 schools directly after graduation. The proportion of those employed interstate in other occupations increased slightly over time. The interviewees who moved away from the state noted this was for personal reasons as well as career advancement, as discussed further in Chapters 11-14. This supports previous research (APPA, 2007; Queensland College of Teachers, 2013) that shows teachers tend to remain within the state where they studied.

Previous studies have not compared the rate of interstate or overseas migration between K-12 teaching positions and other occupations. As demonstrated in this study the comparison of re-location for interstate employment for teachers and other employment is similar and highlights the move is an element in the ITE graduates' dynamic career journey, and not necessarily a negative aspect of teaching in K-12 schools.

Diversity of K-12 Teaching Positions

The diversity of K-12 teaching positions were expressed in the teaching of different year levels and specialisations associated with the teaching position held during the ITE graduates career journeys. The year levels of the teaching positions were fairly evenly distributed between primary and secondary school levels. This is in contrast with the higher proportion ITE graduates with primary education as their specialisation. This suggests that some graduates qualified to teach at the primary

level were teaching at the secondary level, or in other occupations. The shortage of primary teaching positions available was flagged by the APPA in 2007 when it raised concerns about the number ITE graduates being prepared for teaching in primary schools in light of that situation.

A further aspect of the diversity of roles was evident for the secondary school ITE graduates who obtained positions outside of their teaching specialisation. The number of secondary teachers employed outside of the area of their specialisation in this study was comparable to the AEU (2006) national figure of 44% but lower than the 66% noted for Tasmania. After allowing for teachers who were teaching partly within their specialisation, there was still a considerable proportion of ITE graduates who began teaching in a position where none of their roles was related to their specialisations. This created dynamic career journeys that included a variety of teaching roles that may not have addressed the ITE graduates' personal aspirations reflected in the specialisation studied.

Diversity of Non-K-12 Teaching Positions Obtained

The non-K-12 teaching positions held by ITE graduates were diverse in the number of roles undertaken and dynamic in that changes frequently occurred. Directly after graduation, the majority of those who were not teaching in K-12 schools obtained jobs teaching in other learning environments and in other occupations related to education, such as school administration. The alternative occupations held ranged from casual positions to managerial positions. Although earlier research (e.g., L. Kidd, 2013; Smithers & Robinson, 2001) demonstrated that not all graduates go directly to teaching in K-12 schools after graduation, the

literature does not provide information on the first occupations the graduates obtained. This study, therefore, provides new insights into the early career pathways of ITE graduates.

Once established as K-12 teachers, the ITE graduates often left teaching in K-12 schools to accept senior roles. These roles included curriculum support, policy writing, and lecturing in university. This change not only adds to the multi-directional aspect of the career journeys but also shows the variety of occupations and positions held. Leaving K-12 teaching for career advancement is noted in other research (e.g., Hughes, 2012) but this is reported as teacher attrition, which is presented as a concern, rather than part of the career journey.

The trend to move from teaching in K-12 schools to other learning environments was evidenced throughout the ITE graduates' careers. This was demonstrated with more than half of the non-K-12 teachers at the time of the study, being employed in other teaching roles or in educational related positions. In contrast, the number of K-12 teachers moving into non-education related occupations, in the time between their graduation and this study, was low. It was lower than those moving from non-K-12 teaching positions into K-12 teaching. Walter and Pellock (2004) and Addi-Raccah (2005) also reported that former teachers were employed in education-related positions and other teaching roles. There is, therefore, a tendency for ITE graduates to be influenced by their passion for education when making career choices that take them beyond school teaching, rather than leaving education completely.

The literature in regard to teacher retention has a focus on retaining teachers in K-12 schools and does not take into consideration that the positions obtained by those who leave include other teaching positions and education related occupations.

Although accepting senior roles excludes, or at the least reduces time, teaching in K-12 classrooms, such changes were part of the ITE graduates' teaching career journey. This highlights a need for two types of teacher attrition; from a school perspective and from an ITE provider's perspective. Teacher attrition, according to Mason and Matas (2015) includes a teacher's departure from K-12 schooling whether it be from a certain location, a particular discipline, or for a particular period of time. It does not, however, acknowledge ITE graduates who teach in other institutions, or obtain other education-related occupations, disguising the full value of ITE courses.

The ITE graduates in teaching roles outside of the K-12 schools, as well as in other non-education related occupations still considered themselves as teachers. This supports Buchanan's (2010) study of former teachers that also determined that many teachers employed in other fields considered themselves as teachers. As well as identifying as teachers, the ITE graduates also recognised teaching elements, such as communication skills and lesson planning, utilised in other positions held. It can be inferred from this that completing an ITE course can have a long-lasting impression on identity and capability. Since previous studies have not explored other career choices in depth, neither has the degree to which teaching elements are included in other occupations.

Successful Outcomes

The ITE graduates in this study told positive stories of their career journeys and reported successful outcomes of their own achievements. The majority of the ITE graduates at the time of the study were in their preferred position, whether they were teaching in K-12 schools, working in other employment, or unemployed. More

than half of those teaching in schools at the time of the study entered their preferred position before or directly after graduation. The ITE graduates who were not teaching in K-12 schools, at the time of the study, took longer to obtain their preferred job. This was in part due to some of these participants spending time as classroom teachers for an extended time, and enjoying it, before embarking on different career pathways. This exemplifies that ITE graduates do not need to remain in classroom teaching positions to consider that their career journeys were successful.

Some ITE graduates who were employed as K-12 teachers declared that they would prefer to be in different roles within K-12 schools. The K-12 teachers in non-preferred roles desired teaching positions in their teacher specialisation or a promotion into a senior or leadership role. The percentage of teachers teaching out of specialisation is a concern both nationally and in Tasmania (AEU, 2006), and infers that there is a shortage in some disciplines and an oversupply in others. The oversupply of teachers is particularly evident at the primary level of schooling (Weldon, 2015).

Only a few of the ITE graduates who were employed in other employment were seeking employment as a K-12 teacher. A lack of K-12 teaching positions was noted as an inhibitor by a small minority although they did not indicate that they were actively pursuing such a position. The Queensland College of Teachers (2013) reported a similar trend with recent ITE graduates desiring but not seeking teaching positions. ITE graduates' desire for a teaching position implies there is an oversupply of teachers, as suggested by Dinham (2013), rather than a growing teacher shortage, as mentioned by Preston (2013) and other studies. The occurrence of a shortage or oversupply of teachers could not be concluded by this study due to the small size of the sample.

Overall, the K-12 teachers and non-K-12 teachers indicated that they obtained their preferred career outcomes in a flexible, dynamic career which is reflected in the ITE graduates' preparedness to repeat the same ITE course again if they were to repeat their career journeys. This willingness to repeat the same course was more so for those teaching in K-12 schools than those who were not K-12 teachers. Some indicated that they were indecisive in what they would do, others suggested seeking newly created occupations, or making minor changes to reach their preferred position earlier in their careers. Some of those no longer teaching in K-12 schools also mentioned the desire to return to K-12 teaching. The few who preferred not to teach if starting their career again, desired changes to their life circumstances, such as finances to study interstate, to create their desired career.

Although the intent of ITE courses is to prepare graduates for teaching in K-12 schools, choosing not to teach in schools after graduation is not an indicator of an unsuccessful career outcome. Career choices prior to enrolling in ITE were not fixed, with some ITE graduates not planning to teach in K-12 schools even while studying ITE courses. The lack of intent to teach both prior to enrolling and during ITE courses has not been explored in previous literature but is worth noting, as it demonstrates that not all ITE graduates have an end goal to become a K-12 teacher. The lack of intent to teach during ITE studies may impact on teacher attrition rates post-graduation, but, as concluded from this study, does not necessarily impact on the success of the graduates' career outcomes. It is also apparent from this study that the ITE graduates had more choice in their careers than those made available through class or family background, as argued by Babbie (2016a) and Beck (1992) in choice biography. It can be inferred from this that the individual has the capacity to act independently and make their own career choices.

Future Intentions

The majority of the ITE graduates who were K-12 teachers were keen to remain teaching in schools for 5 years and, to a lesser degree, 10 years. Obtaining promotions to senior roles were mentioned in the 5- and 10-year career plans for those intending to leave K-12 teaching, as well as part-time appointments, changes in schools, and other educational roles, such as school administration and pastoral care. The planned 5- and 10- year exodus rate from K-12 teaching by teacher participants in this study is similar to those mentioned by the AEU (2006) for Tasmanian beginning teachers leaving the profession, but higher than national figures quoted by the APPA (2007). The AEU (2009) also noted that beginning teachers intended to move to other schools or to other education related positions within 10 years.

Some of the ITE graduates in occupations other than K-12 teaching were interested in reducing their workload to part-time, or entering retirement, while others were still keen to obtain K-12 teaching positions. In addition, those not teaching in K-12 schools at the time of the study were more inclined than the K-12 teachers to desire a change of employment within both a 5-year and a 10-year time frame. Only one person, a non-K-12 teacher, mentioned taking time away from employment to begin a family. This study included K-12 both early career teachers and experienced teachers and, therefore, some of the more mature people would be reaching retirement age within these timeframes. Although teacher attrition rates are considered as high (Ewing & Smith, 2003), and the career plans of teachers are presented as uncertain and short-term (Harris, 2006), when compared with other occupations held by the ITE graduates, those in the teaching profession have a more stable career outlook than those in other occupations.

Concluding Remarks

Overall, the ITE graduates were satisfied with their career outcomes. Initial teacher education graduates experienced multi-directional, fluid, and dynamic career pathways from the time they left K-12 schooling. The positions held were diverse; however, the majority were involved in K-12 teaching at some time in their careers, and also held teaching positions in other learning institutions, and education related positions. The teaching positions held in K-12 schools were as non-permanent as those held in other employment, and yet teaching was generally seen as less secure than other non-permanent employment. The locality of alternative employment tended to be more rural, interstate, and overseas than K-12 teaching positions. This raises doubt to the argument that the location of schools is considered a deterrent to accept teaching positions. The ITE courses supported graduates, in both K-12 teacher employment and in other occupations, by providing them with employable skills that are transferable across and within occupations.

Research Question 2:

What Factors Influenced Teacher Education Graduates' Decisions to Enrol in Teacher Education Courses?

This section consists of three chapters. Chapter 8 begins with the career intentions of the ITE graduates from Year 10 schooling to enrolment in ITE courses. It also reports on the factors that influenced the choices made early in the career. The factors that impacted on career choices to enrol in ITE courses, are presented in Chapter 9. Chapter 10 concludes this section and provides discussions on the points raised in Chapters 8 and 9.

Chapter 8

Career Intentions

This chapter reviews the ITE graduates' career intentions prior to enrolling in ITE and while studying ITE. This chapter expands on the previous three chapters that explored the career pathways by looking at the ITE graduates' intentions and the factors that influenced their choices. First, the reflective stories of the interviewees' early career intentions while in Years 10 to 12 are discussed to provide insights into the career decisions made early in careers. The results of the ITE_GradSurvey associated with the participants' intent to teach in K-12 schools during their university studies are then presented. The intentions while studying at university were completed by those who attended university directly from K-12 schooling and those who entered later in their careers. The survey results are illuminated further with the inclusion of relevant stories produced during the interviews.

Career Intentions in Years 10-12

In reflection, the interviewees acknowledged that they were very indecisive about their careers in Year 10. Almost half of the 25 interviewees (*n*=12) had no idea what they wanted to do at this stage of their career journey and eight other

interviewees only had a general idea of where they were headed. Five interviewees were considering becoming a K-12 school teacher in Year 10, only two of whom had a strong desire since primary school. By Year 11 and 12, however, some of the interviewees who previously had no idea of their career direction started to make career choices and plans. Other changes in career plans in Years 11 and 12 resulted in a further two interviewees becoming interested in teaching as a profession. Only two of the eight interviewees with previous non-teaching employment plans remained focused on that same choice of occupation. By the end Year 12, six interviewees were still unsure of the career direction, eight were focused on non-teaching occupations, six were considering teaching, and five had already entered the workforce.

The factors that influenced these changes have been grouped and discussed under *Personal, Social,* and *Structural Factors*. These categories were inductively informed from the sub-themes that emerged from the data analysis of the factors that influenced career choices and complemented the literature on career decision-making processes and development. The sub-themes formed from the data are listed under each of these three main categories and include extracts from the interviews.

Personal Factors that Influenced Early Career Choices

The personal factors were those related to the individuals' desires and experiences. The three sub-categories that evolved from the data were *Desire for Further Education, Desire to Teach,* and *Personal Experiences.*

8.2.1 Desire for Further Education

The interviewees' desire to further their education was stronger than their desire to follow any one occupation or career direction. The interviewees may not have had specific career plans in Year 10 but they all acknowledged that they had a desire to further their education to Year 12 and in most cases to attend university. Merv, who said there was no Year 11 when he was at school, continued with further education through an apprenticeship in his first career choice of carriage cabinetry.

8.2.2 Desire to Teach

The desire to teach was not an influential factor for very many of interviewees in this early stage of career choices. In fact, Christine and Emily were the only people who had a strong desire to teach, which had developed during primary school years, and who continued straight through and obtained a teacher role in K-12 schools after they graduated with the BEd. There were three other interviewees who expressed an interest in becoming a teacher in Years 11 or 12; however, two of these diverted into alternative occupations before continuing ITE studies. Sue undertook other employment because she wanted to be sure that teaching was her calling before enrolling in the ITE course. In contrast, Jenny had no desire to teach at this stage of her career although she remembers her mother did encourage her in this direction for pragmatic reasons.

> *Jenny's mother considered a secondary home economics teacher as a good career to have, especially "if you were going to have children, and [because] you got married quite quickly because you were a good cook."*

Although Jenny felt she was quite good "at that stuff" she didn't actually want to teach it. "In fairness to her [mother] if I had a passion for architecture or something else that looked like a real career, she would have supported me in that. But I didn't. I had no idea what I wanted to do. Nor did I have any idea what the choices were. I was just a girl on a farm where the boys were getting the farm, you know."

8.2.3 Personal Experiences

Personal experiences provided further insights into career choices of some of the interviewees. This evident in the changes in Louise's career pathway due to the courses she undertook in Year 12. In particular, Louise studied a *Working with Children* unit; "This subject allowed me to realise my passion for teaching children and consolidate my decision to become a teacher." Interestingly, Louise was employed in alternative work for many years before entering ITE. Alex was also influenced by personal experiences; he was considering a professional career in sports in Years 11 and 12 because of his sporting background and family connections in cricket.

Social Factors that Influenced Early Career Choices

In Years 11 and 12, the majority of the interviewees' career expectations continued to be modified through interactions with people and their environment. The people that influenced their career choices included past teachers and parents. Clive's respect for a number of his teachers and the work they did inspired him into

the teaching profession. Paul made enquiries into his first career option of joining the Navy but his parents were not supportive of this career choice even though they were avid boat lovers. They encouraged him towards teaching; however, having parents as teachers deterred him from the profession. Sarah's early career choices were also influenced by her parents. She loved music, but since her mother had struggled in the music profession, she wanted Sarah to follow a different path and to study at university.

Structural Factors that Influenced Early Career Choices

The structural factors were those mentioned considering organisational and system structures influential to early career choices. The three sub-categories that evolved from the data were *Studentship*, *Career Compromise*, and *Happenstance Events.*

8.4.1 Studentship

Government finance to support studies at university was a major influence on career choice to become a teacher. In Year 12, six of the interviewees, all now of retirement age, decided to enrol in ITE courses, mainly because studentships were offered. This was a government scheme introduced to prepare more teachers for schools due to a teacher shortage. The studentship provided a living allowance while studying, with a bonded position for the length of the university studies leading to a full-time permanent teaching job in a government school (Interviewees Barry and Neil). Merv, a carpenter, also studied through this studentship scheme after working in his first trade for several years.

8.4.2 Career Compromise

Some of the occupations desired in Year 10 by the interviewees required modification their career choices because the outcomes were unattainable. Seven of the interviewees mentioned making career compromises due to structural problems. For example, Isaac was unable to follow his desire to become a pilot due to ineligibility rules for people with colour blindness and other eye conditions. It was not financially possible for Louise, Maree, and Robyn to follow their dreams to study their preferred university courses, mainly because the courses were only available interstate.

Other modifications in careers were in relation to outcome expectations and goals. Jackie's plans were modified from becoming a professor to an interpreter because the road for the former was "too vague." She could not see the path she would have to follow to achieve her desired career outcome of professorship. Her plans to become an interpreter were also discarded from her career choices during her degree studies for similar reasons.

8.4.3 Happenstance Events

Career choices were influenced by chance opportunities, or happenstance events. There were three interviewees who decided to leave the K-12 school educational system at the end of Year 11 to accept unexpected options. Jenny won and accepted a scholarship to study clothes design at Technical and Further Education (TAFE). Angela, who had planned to complete Year 12 and then university, accepted an unanticipated offer of employment as a receptionist.

Angela was considering teaching as a career before being offered a job at the end of Year 11. She reflected on the media reports of the mid-80s about the lack of positions available for beginning teachers. This disheartened her and made her reconsider. Angela said, "Well, why bother going and doing all of that if I am not going to get a job. I was offered a job over the school holidays, so I took it!"

Career Intentions while Studying a Previous Degree

Although many of the ITE graduates went on to study at university, their degrees were not teacher-career focused. Looking at the larger cohort of ITE_GradSurvey participants, there is evidence of a lack in intent to teach after graduating in their first or previous degrees. The participants of the ITE_GradSurvey were not asked specifically about their career intentions prior to university but were asked if their first degree, other than ITE, was studied in preparation for entry into ITE courses. Of the 27 ITE_GradSurvey participants who entered ITE after obtaining a previous degree, only eight (30%) studied their first degree in preparation to become a teacher. A Pearson Chi-Square test showed that there was no significant difference in intent to teach in schools, X^2 (1, N= 27) = 2.44, p=.12, between the Teacher and Non-Teacher participants, with two cells that had an expected count of less than 5 and a minimum expected count of 3.85. The trend, however, was for Non-Teacher participants to be more likely to have studied their initial degree with the intent to continue with ITE studies (n=6, 43%) than the Teachers (n=2, 15%). This would partly be due to the inclusion of retired teachers among the Non-Teacher group, who obtained their first degree through the ITE studentship scheme. This may have

impacted on their intent to teach because they were obliged to enrol in ITE on completion of their first degree.

The career choices of the interviewees who enrolled in university studies at the end of compulsory schooling were becoming more focused on particular occupations. Of the 18 interviewees who enrolled at university directly from Year 12, seven entered directly into BEd degrees, and four completed a first degree in preparation to study an ITE course. The other seven interviewees, however, chose to study degrees with no intention of studying ITE or any other real career direction. Furthermore, Stuart and Sarah, who enrolled in a first degree, did not complete their degrees at this stage of their career journey. Stuart deferred for three years to advance his career as a professional sports person before he began his Bachelor of Health Science degree. Sarah, who began her university course to appease her mother, withdrew "and did a whole lot of other things" including becoming a parent and music tutoring before returning to study at university.

Career Intentions While Studying Initial Teacher Education Courses

The career intentions of the ITE graduates were fine-tuned by the time they reached the stage of enrolling in initial teacher education courses. However, there were still some graduates who were not intending to teach, even while studying their ITE course. Of the 83 ITE_GradSurvey participants who studied a first degree, 8% (n=7) stated that they did not study ITE with the intent of becoming a classroom teacher. A Pearson Chi-Square test showed that the difference between Teachers' and Non-Teachers' intent to teach while studying ITE was not significant: X^2 (1, N= 83) = .59, p=.44, with two cells that had an expected count of less than 5 and a minimum

expected count of 3.04. Although not significant, there was a trend for the Teacher participants (*n*=44, 94%) to be more likely to study ITE with the intent to teach than the Non-Teacher participants (*n*=32, 89%). The proportion of Non-Teacher participants who intended to teach while studying, included the Retired Non-Teachers who had long teaching careers. This does not explain why ITE graduates enrol in ITE courses, when not expecting to teach.

Since ITE courses are designed specifically for teaching in K-12 schools, it is surprising to note that not all those who study ITE courses intend to teach in K-12 schools on completion. One of the two interviewees who still did not intend to teach while studying ITE courses was Robyn. When interviewed, Robyn stated, "The only reason I studied teacher education was to remain at the university longer so that I could continue to be involved with the drama association." Robyn became a teacher "by default" when her husband changed location shortly after her graduation and she had "nothing better to do." Once teaching she found it rewarding and remained as a secondary school teacher for approximately six years before leaving to become a teacher educator. Alex admitted that he had studied ITE as a backup plan for his professional sports career and he too ended up as a teacher by the time the study was conducted.

Concluding Remarks

The ITE graduates did not have particular career outcomes in mind in the earlier stages of their careers. The career decisions made were influenced by a range of factors. The factors influenced some of the ITE graduates to realise their original career preferences while for others it opened up new interesting doors.

The indecisiveness of which career pathway to follow continued for some into the later stages of studying a first degree at university as well as while studying ITE courses. The lack of intent to teach in K-12 schools whilst studying ITE courses, did not prevent the ITE graduates from teaching in classrooms and enjoying it.

Chapter 9

Reasons to Enrol in Initial Teacher Education Courses

This chapter follows on from the ITE graduates' general career intentions in their early career years to discuss what major factors influenced them in their decisions to enrol in ITE courses. For some of the ITE graduates, this was directly after previous education. For others, this decision occurred after several years of employment in different occupations. The results from the qualitative data generated from the related Likert statements in the ITE_GradSurvey are discussed to provide a general overview of the influential factors that are involved in the graduates' decision-making processes. The categories within *Factors that Influenced Career Choices to Enrol in Initial Teacher Education Courses* and *Perceived Importance of Factors that Influenced Career Choices to Enrol in Initial Teacher Education Courses* were established through an inductive analysis of the Rasch threshold results, as discussed in the data analysis in Section 3.7.1. Different Rasch tests were required to establish a) the factors that influenced change and b) the importance of each factor

in the decision-making process. The threshold charts are presented in Appendices O and P respectively.

The same factors were used in the survey for both *Factors Considered to Influence Career Choice to Leave Teaching in K-12 Schools* and *Perceived Importance of Factors Considered to Influence Career Choices to Leave K-12 School,* since they were presented as Likert items in the same question of the survey. To distinguish between the two sets of results, each factor has been allocated a number, to which a code has been added; CE (for factors considered influential to enrol in ITE courses) and IE (for the importance of those factors).

The Non-Teachers who indicated that they were retired have been considered as a separate group because they studied some decades ago and through a studentship scheme, which was noted throughout the interviews as influencing their career decisions. Where considered necessary, the results have been presented in five participant groupings: *Non-Teachers Retired* (*n*=8); *Non-Teachers Not Retired* (*n*=29); *Non-Teachers All* (*n*=37) (retired and non-retired non-teachers); *Teachers* (*n*=51); and *Total Participants* (*n*=88) (teachers and non-teachers). The number of responses obtained varied and therefore the number of participants responding to each Likert item is indicated in the results and tables.

The qualitative data are then examined to provide a more comprehensive aspect to the study. The coding of the interview data for this section produced 11 sub-themes that were categorised into the three main themes established for career intentions; *Personal Factors, Social Factors,* and *Structural Factors*. Many of the sub-themes, are also similar to those already discussed in the Chapter 8 in regard to early career choices.

Reasons to Enrol in Initial Teacher Education Courses

Five categories were determined from within the *Factors Considered to Influence Career Choices to Enrol in Initial Teacher Education Courses: Intrinsic Motivations, Personal Attributes, Nature of Occupation, Lifestyle (Structural)*, and *Life Restrictions (Structural)*. The factors, as listed in Table 9.1, in the categories of *Intrinsic Motivations*, and *Personal Attributes* were those easiest to endorse as influential in career choices to enrol in ITE. They were considered as influential factors by at least 85% of the participants. The factor easiest to endorse as influential was *I Thought it Would Give me Job Satisfaction.*

The factors least likely to be endorsed as influential were those categorised as *Life Restrictions (Structural)* and included factors concerned with unemployment, dissatisfaction with previous career, and inability to study a preferred career. Fewer than 30% of the ITE_GradSurvey participants indicated that these factors were considered in their decision to enrol in ITE. Although the percentages for these factors are low it is interesting to note that 28% of the ITE_GradSurvey participants *entered* the teaching profession because they were dissatisfied with their previous career. There are some quirks in the results of the Rasch analysis that has led to the grouping of the statements sometimes including statements that are not obviously a member of the category in which they ended up.

Table 9.1

Endorsement of Factors Considered to Influence Career Choice to Enrol in Initial Teacher Education Courses

		Total			Teachers			Non-Teachers		
		N	*n*	%	*N*	*n*	%	*N*	*n*	%
Intrinsic Motivations										
CE 12	I thought it would give me job satisfaction	84	82	98%	48	49	98%	34	35	97%
CE 14	I thought I could make a difference in the community	83	75	90%	43	48	90%	32	35	91%
CE 3	I thought I would be a good teacher	86	78	91%	47	50	94%	31	36	86%
CE 5	I liked sharing my knowledge with others	85	76	89%	42	49	86%	2	36	6%
Personal Attributes										
CE 2	I had a desire to help children	86	74	86%	48	50	96%	26	36	72%
CE 4	I enjoyed working with children	86	73	85%	50	50	100%	23	36	64%
CE 7	I thought teaching would provide a clear career pathway	86	73	85%	42	50	84%	31	36	86%
Nature of Occupation – Structural										
CE 11	I liked the advantage of having the school holidays	84	68	81%	42	49	86%	26	35	74%
CE 13	I thought it would be a family friendly career	84	59	70%	35	49	71%	24	35	69%
CE 10	I thought the workload of a teacher would be manageable	84	51	61%	29	49	59%	22	35	63%
Lifestyle – Structural										
CE 1	I had a long desire to be a teacher	88	47	53%	31	51	61%	16	37	43%
CE 16	I wanted to attend a course at this university campus	83	41	49%	31	48	65%	24	35	69%
CE 15	I liked the salary	84	40	48%	25	49	51%	15	35	43%
CE 6	I thought there'd be opportunities to teach o/seas & interstate	86	41	48%	23	50	46%	18	36	50%
CE 9	I thought the school day start and finish time would suit lifestyle	84	35	42%	22	49	45%	13	35	37%
Life Restrictions – Structural										
CE 8	I was dissatisfied with my previous career	82	23	28%	16	47	34%	7	35	20%
CE 18	I was unemployed	82	8	10%	44	47	94%	5	35	14%
CE 17	I was unable to study my other degree choices	84	5	6%	47	48	98%	4	36	11%

Note: CE = Considered when Enrolling N = Number of responses for each factor *n* = Number of *Yes* responses for each factor

Chi-square tests were performed to compare differences between participant types of K-12 Teachers and Non-K-12 Teachers. These highlighted three items that were significantly different for K-12 Teacher participants and Non-K-12 Teacher participants. The factors considered to influence Teachers' career choices more than Non-Teachers' were: *I had a Desire to Help Children*, X^2 (1, *N*= 74) = 9.85, p< .001, and *I Enjoyed Working with Children*, X^2 (1, *N*= 74) = 21.27, p< .001. The Chi-square test outputs for these items are presented in Appendix Q. Due to the low numbers, chi-tests could not be conducted between the Retired and Not Retired sub-groups of the Non-Teacher participants. There was a trend, however, for the Retired Non-Teachers to consider these factors less than other Non-Teacher participants. The other significantly different factor, *I Wanted to Attend a Course at this University Campus*, X^2 (1, *N*= 41) = 8.90, p< .001, was noted more by Non-Teachers than Teachers. The Chi-Square outputs for this item is presented in Appendix R. There was little difference between the Non-Teacher groups of Retired or Not Retired. The results of all five participant groupings for these three factors are illustrated in Figure 9.1 and Figure 9.2.

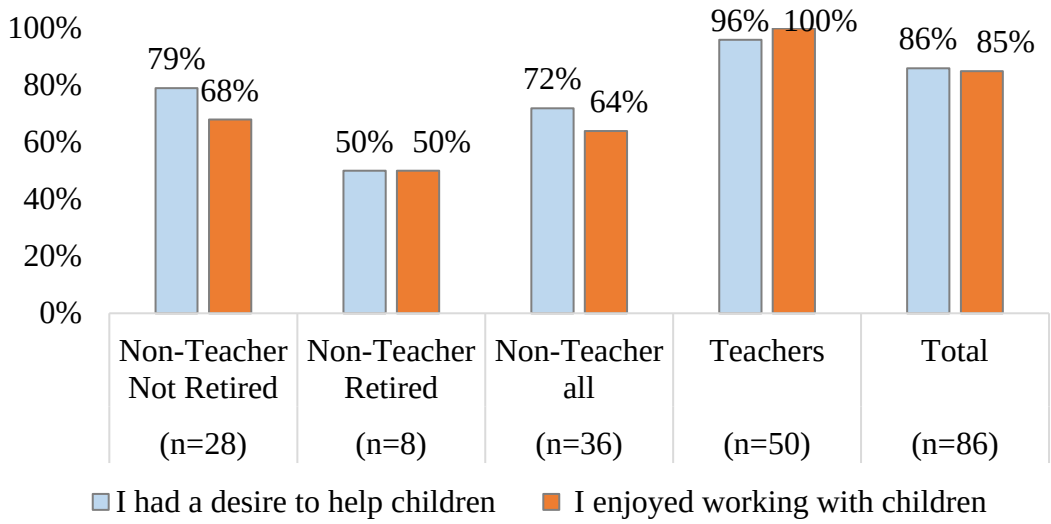

Figure 9.1. Factors considered significantly more by Teachers than Non-Teachers.

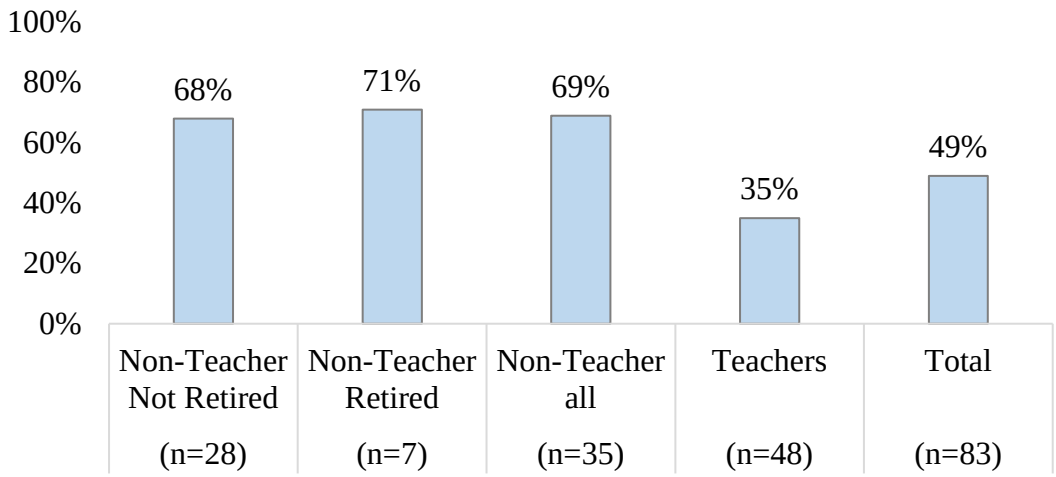

Figure 9.2. The factor considered significantly more by Non-Teachers than Teachers.

Perceived Importance of Influential Factors for Enrolling in Initial Teacher Education Courses

The Rasch-Thurstone thresholds for *Perceived Importance of Factors that Influenced Career Choices to Enrol in Initial Teacher Education Courses* were inductively categorised into four major components: *Personal Attributes*, *Intrinsic Motivations*, *Nature of Occupation*, and *Life Restrictions (Structural)*. The level of the predictability in the perceived importance of these factors overlapped to a certain degree, as indicated in the Rasch-Thurstone threshold chart presented in Appendix P and in the summary of the results in Table 9.2. As with the *Factors Considered to Influence Career Choices*, the factors in the *Life Restrictions (Structural)* component were least likely to be endorsed of importance. The factors most likely to be endorsed as important were those in the component of *Personal Attributes*. Although the factors of *Intrinsic Motivations* component were considered to influence career

choices by the majority, *Personal Attribute* factors were more important to the ITE_GradSurvey participants.

Table 9.2

Endorsement of Perceived Importance of Factors that Influenced Career Choices to Enrol in Initial Teacher Education Courses

Factor that influenced choice to enrol in ITE		*n*	Very Important	Important	Somewhat Important	Not Important	N/A
Personal Attributes							
IE 2	I had a desire to help children	85	29%	39%	7%	18%	7%
IE 3	I thought I would be a good teacher	86	36%	36%	18%	7%	4%
IE 4	I enjoyed working with children	85	21%	39%	29%	7%	4%
IE 7	I thought teaching would provide a clear career pathway	85	14%	46%	25%	7%	7%
IE 12	I thought it would give me job satisfaction	88	41%	41%	7%	7%	3%
Intrinsic Motivations							
IE 14	I thought I could make a difference in the community	84	46%	29%	11%	7%	7%
IE 5	I liked sharing my knowledge with others	87	34%	41%	14%	3%	7%
IE 1	I had a long desire to be a teacher	86	18%	25%	14%	32%	11%
IE 13	I thought it would be a family friendly career	83	21%	32%	18%	14%	14%
IE 16	I wanted to attend a course at this university campus	84	21%	17%	21%	24%	17%
Nature of the Occupation							
IE 6	I thought there'd be opportunities to teach o/seas and interstate	82	11%	15%	22%	41%	11%
IE 9	I thought the school day start and finish time would suit lifestyle	81	4%	15%	26%	37%	19%
IE 10	I thought the workload of a teacher would be manageable	83	11%	19%	30%	26%	15%
IE 11	I liked the advantage of having the school holidays	87	11%	14%	25%	36%	14%
IE 15	I liked the salary	81	7%	26%	19%	33%	15%
Life Restrictions – Structural							
IE 8	I was dissatisfied with my previous career	81	4%	4%	18%	29%	46%
IE 18	I was unemployed	76	4%	4%	11%	19%	63%
IE 17	I was unable to study my other degree choices	76	-	-	4%	27%	69%

Note: IE = Importance when Enrolling

n = Total number of responses for each factor

The chi-square tests determined if the importance of the factors were significantly different between Teacher and Non-Teacher participants. The Chi-square tests outputs for the two factors found to be significantly different are presented in Appendix S. The factors *I Had a Desire to Help Children*, X^2 (4, *N*= 86) =20.78, p< .001 and *I Enjoyed Working with Children*, X^2 (4, *N*= 86) = 10.63, p< .03 were significantly more important for Teachers than Non-Teachers. It should be noted, however, that both these Chi-Square tests had four cells (40%) with an expected count less than 5. The minimum expected count for these factors were 1.22 and 0.81 respectively. The Non-Teacher Not Retired group found both of these factors less important than those in the Non-Teacher Retired group, with no-one from the latter group reporting them as *Not Important* or *Not Applicable*. The importance of these two factors are illustrated in Figures 9.3 and 9.4.

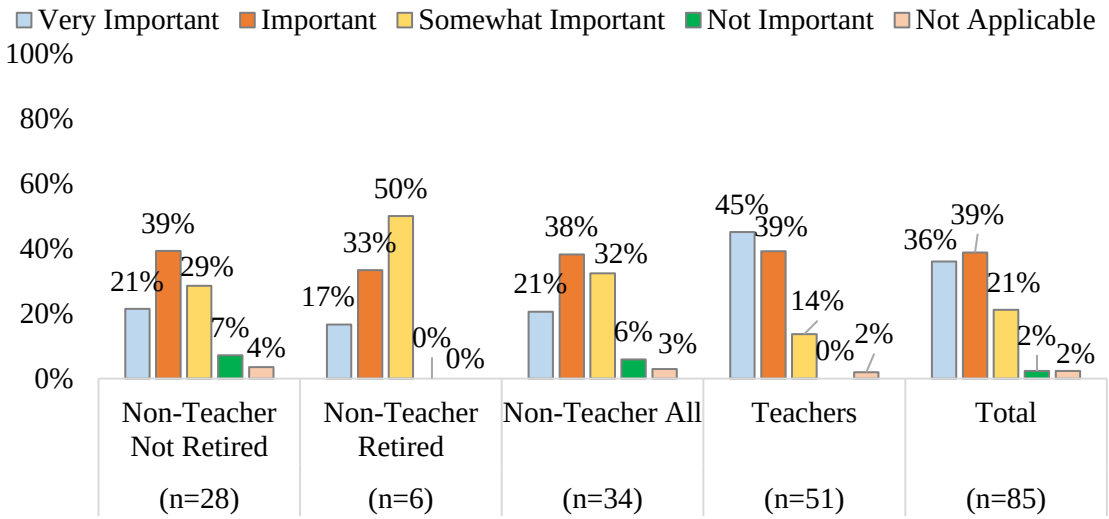

Figure 9.3. The ranking of importance by participant groupings of the factor *I Enjoyed Working with Children.*

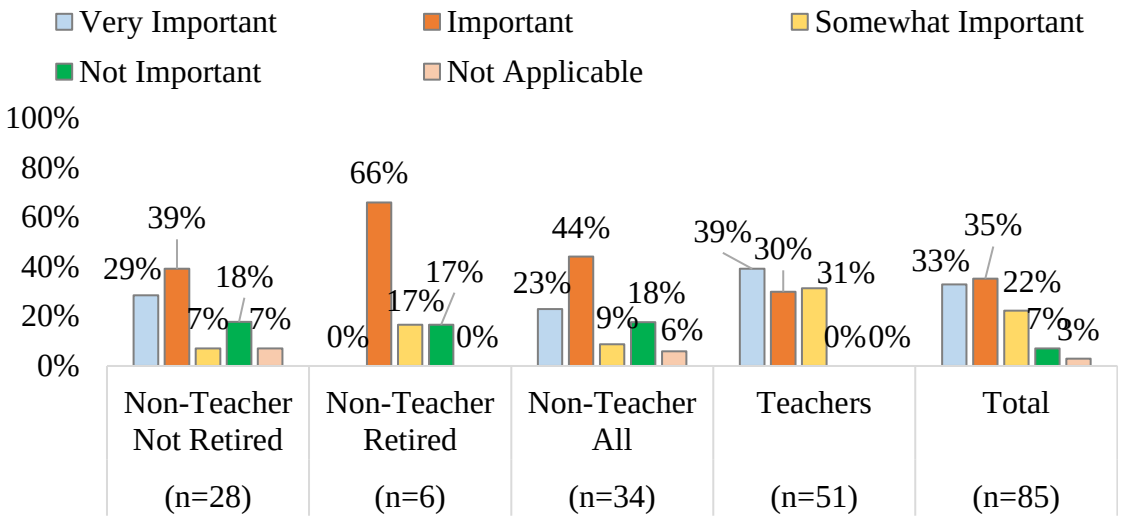

Figure 9.4. The ranking of importance by participant groupings of the factor *I Had a Desire to Help Children*.

The participants were also asked to rank the most important item from those that they had chosen as *Very Important* and *Important*, which restricted the number of possible responses to each Likert item. The factors indicated as *Most Important* for all participant groupings are noted in Table 9.3. *Job satisfaction* was noted as the *Most Important* factor by more participants in each of the participant groupings. This is not surprising since it was considered as a factor, and as *Very Important*, by the majority of participants. It was not, however, ranked as easiest to endorse in the *Perceived Importance of Factors that Influence Career Choices*. *Job Satisfaction* was not mentioned in the interviews as an influence to becoming a teacher.

The factor *I had a Long Desire to be a Teacher* was the second strongest *Most Important* factor in all the participant groupings and yet this factor was only considered by 53% (*n*=47) of ITE_GradSurvey participants as a factor considered to influence their decision to enrol in ITE, and very few of the interviewees mentioned that they had a desire to teach in Year 10. Other strong motivators were *I Thought I Would be a Good Teacher* and *I Enjoyed Working with Children*.

Table 9.3

Factors Ranked as Most Important from those Selected as Very Important and Important Items by the Participants

Participation groupings	I Thought it Would give me Job Satisfaction		I had a Long Desire to Teach		I Thought I would be a Good Teacher		I Enjoyed Working with Children	
	N	*n*	*N*	*n*	*N*	*n*	*N*	*n*
Non-Teacher Retired	4	1	1	1	2	0	1	0
Non-Teacher Not Retired	10	4	4	3	8	4	4	1
Non-Teacher All	14	5	5	4	10	4	5	1
Teacher	24	6	14	10	12	2	20	7
Total	38	11	19	14	22	6	25	8

Personal Factors that Influenced Career Choices

The personal factors discussed here relate to the ITE graduates' desires and experiences. Although the data were generated mainly from the interviews, some open question responses from the ITE_GradSurvey have also been included. The six sub-categories that evolved from the data were *Desire to Teach, Desire for Further Education, Personal Attributes and Abilities, Lifestyle, Previous Experiences with Schools and Teaching*, and *Family Commitments.*

9.3.1 Desire to Teach

The majority of the seven interviewees who entered teaching directly from K-12 schooling expressed a desire to teach in the K-12 schools. This desire, however, was not necessarily developed until Year 11 or 12—apart from Christine's and Emily's. Emily decided to be a teacher when she was relatively young. "I loved kids and wanted to help them know things but probably, you know, as a kid it was like

'ooh, I want to be a teacher' and I want to be sitting there saying 'let's do maths now.'" Similarly, Sharyn would often role-play teaching with her younger siblings and she stated she had a strong passion for teaching; however, it was not until Year 12 that she decided to be a teacher.

> *Christine knew that she wanted to be a teacher from about Grade 2. "I used to collect my teacher's worksheets in primary school." This strong conviction continued on through Year 11 and 12. She decided to continue straight from school to study ITE at university even though this meant moving away from her family home. If she had chosen to undertake ITE at the campus near her, she would have had to complete a previous degree, which did not interest her. "I knew if I had gone to uni in Eucalypt [the city near her home] I probably would have disengaged because it wasn't anything to do with teaching. … I wasn't interested in doing History and English. I just wanted to do teaching."*

9.3.2 Desire for Further Education

The seven interviewees who entered ITE after completing a previous degree did not express the same passion for teaching even when enrolling in ITE courses as those interviewees who entered straight from school. The interviewees with a previous degree, however, were still passionate about education and expressed their desire to attend university even in Years 10 to 12.

In Year 10, Neil knew he "wanted to go to uni or college" but had no specific career aspirations. "I was the first member of my entire family, meaning cousins and the lot, to go beyond Year 12 and my father was a bit anti-education." Neil was offered a few scholarships in different fields of study. "The only way I could afford to go [to university] was locally … and so to some extent [initial] teacher education chose itself because that paid me the most money as a student."

9.3.3 Personal Attributes and Abilities

Recognition of personal traits prompted Damian to reconsider ITE studies. In secondary school, he considered becoming a physical education teacher in a secondary or senior secondary school, but he was diverted through other chance opportunities. He entered university to study his first degree after being in the workforce for a short time. During this journey he realised he liked to lead, learn, and teach. Part way through his first degree, he decided to study ITE specialising in middle school years. One ITE_GradSurvey participant who migrated to Australia and had previously been employed, acknowledged that she enrolled in ITE course for "recognition of other [previous] work in science research and teaching" (NT13).

Alex decided to study ITE as a backup plan in case his first option of professional sports was not realised. This decision was influenced partly by his personal traits: "I thought something like teaching might suit. Not that I necessarily wanted to be a teacher. I just thought it would suit who I am and possibly my personality." Another ITE_GradSurvey participant "liked the idea of the variety and creativity that teaching primary school might provide" (T52).

9.3.4 Lifestyle

The main factor that influenced the career choices of the career changer interviewees was lifestyle. The factors that influenced career choices became more complex as the careers of the interviewees evolved, as is evident from discussions held with the interviewees who enrolled in ITE after being employed. For example, Ailsa, Katharine, and Stuart noted work-life balance influenced their career change to teaching. In addition, there were two ITE_GradSurvey participants who enrolled in ITE with the intent of following another career pathway on completion, rather than teaching in K-12 schools.

Like so many others, Ailsa knew she wanted to continue with education in Year 10. At the end of Year 12, Ailsa decided to have what is now known as a "gap year" before commencing her university studies. This gap year turned into 20 years in the banking profession, by which time she had obtained a position at managerial level. She entered banking because her father and other family member were employed in banks. Ailsa left full-time banking when she was pregnant with her first born. She continued to work part-time but emphasised the importance of family commitments. When her eldest child was in kindergarten she decided to change careers as "banking had changed" and she had "always regretted not going to uni."

Ailsa enrolled at university for her first degree. She said, "I planned to major in Political Science but that changed and I majored in Sociology." Like Steve, her BA was undertaken with no intent of becoming a teacher and, once she graduated, she also felt that she was not "qualified in anything." It was through participating in parent help sessions at her children's school that she thought, "I

could do this! … Teaching seemed a natural progression." She also felt that teaching would work in well with her family life. "I would be off when the kids would be off. I wasn't a believer of putting them into childcare, obviously … It all just slotted in nicely in that respect." She specialised in middle school teaching.

9.3.5 Previous Experience with Schools and Teaching

Working in the school environment enticed six interviewees to become teachers. Jenny gained employment as a kindergarten teacher, even though she had limited teacher experience and no qualifications, and found she enjoyed it. Katharine, Louise, and Ailsa gained experience through parent help at their children's schools. Jackie loved English and other languages and subsequently completed a short course in teaching English as an additional language. She gained employment in this area and then decided to continue to study to become a K-12 teacher.

9.3.6 Family Commitments

Family commitments were an influential factor for six interviewees although the reasons were sometimes complex and involved more than one aspect. After several years of being a professional sports person and traveller, and experiencing a serious injury, Stuart enrolled in nursing as a second degree. Before starting the degree, he moved to Tasmania with his wife and decided he would prefer to study teaching or physical education therapy. Physical education therapy was not available at the university campus near his new home and so he enrolled in ITE. In a different context, Sarah (see vignette), Jenny, Louise, Katharine, and Ailsa, thought teaching would fit well with their children and family life. A participant of the

ITE_GradSurvey also claimed that she considered teaching because it was "manageable as a single parent in a non-supportive environment for mothers" (NT26).

Sarah entered ITE partly for logistical and practical reasons because she had children at school and thought teaching would fit in with her family life. "I loved interacting with my daughter's friends and I actually enjoyed the company of young people. So that was good. I sort of also had a lot of ideas about science and maths in the modern world and thought that it would be a way to help them."

Security of employment and ability to choose where she wanted to live and work also played a role in her decision-making process. "I had found that in the other jobs that I had, it was pretty inflexible really in terms of where you could go and what you could do."

Social factors that Influenced Career Choices

Family members and other significant people had an influence on the majority of the interviewees' career decision-making processes. More than half of the interviewees' choices to enrol in ITE were influenced by someone of significance in their lives. Alex had two aunts who thought he would make a good teacher, and Barry followed his four siblings into ITE, although this was also partly due to having past generations of teachers in his family. A survey participant, T14, was attracted to enrol in an ITE course because both her parents were teachers and she had worked in childcare as a teenager. In contrast, Paul was reluctant to become a teacher because both his parents were teachers. He only decided to study ITE because he found it to be the best financial option when, after completing his first degree, he moved states with his wife.

Friends had some influence over Sharyn and Trudy's choices, both positively and negatively. Sharyn had several friends enrolled in ITE and so she chose teaching to continue studying with them. In contrast, sometimes friends had a negative impact on career choices. In Year 12, some of Trudy's peers convinced her that she was "being very narrow minded" because they believed "all girls go on to be teachers." Due to these conversations, Trudy was persuaded to enrol in economics in her first year at university. After one semester, however, she realised she had no passion for economics and continued with her original option of an ITE degree.

School teachers played an important part in Christine's and Clive's decision-making, as they appreciated what their teachers did for them while they were in school. One ITE_GradSurvey participant was also influenced by his teachers: "To be like the teachers that I had at school" (NT15). Merv's decision to become a teacher was partly due to the respect he had for a past work colleague who had completed his ITE course a few years earlier under hard circumstances.

[redacted] Structural Factors that Influenced Career Choices to Enrol in ITE

This section reports the influences of the structures in society, including government and school systems, in career choices. The five sub-categories that developed from the data were *Distance*, *Career Restrictions*, *Studentship and Other Financial Assistance*, *Clear Career Direction*, and *Happenstance Events.*

9.5.1 Distance

Distance can be considered by some as a barrier to furthering one's career in an anticipated direction. Emily stated that she would not have studied ITE if she had

to move away from her family home. Emily remained at home throughout her university days and beyond. Similarly, Angela also chose not to leave home to study ITE. Unlike Emily, this had a negative impact on her becoming a teacher, because the university did not have campuses near her home town. Angela decided to have a gap year and found that she enjoyed working and chose not to enrol in the ITE course. It was more than a decade before Angela entered ITE studies.

Other interviewees who were required to relocate from the north of the state to study ITE did not consider the distance a barrier. Christine, in contrast to Emily and Angela, chose to leave home to study ITE. Christine, who had a long-held desire to teach, stated that she moved to the northern campus to study the BEd because she felt she would lose motivation to become a teacher if she had to study a first degree in an area that was not completely related to teacher education. She did not return to her hometown until she had completed several years of teaching in a rural school.

9.5.2 Career Compromises

Career compromises of other occupations influenced some graduates to enter the teaching profession. Some of the interviewees who completed their initial degree in preparation to study an ITE course still considered undertaking other occupations while studying their initial degree. Barry was intrigued when he learnt about the problems that arose from the increase in the population of cities in his undergraduate geography unit. He commented, “I was thinking I would like to be involved in town planning but there wasn’t that sort of a job in those days.” He continued on with his ITE studies. Neil, who also studied geography, would have accepted a scholarship to study interstate but finances and family pressures prevented this.

Workplace dissatisfaction influenced five interviewees to modify their careers to include K-12 school teaching. Katharine and Merv became sceptical of the institutions at which they were employed; and Stuart, Damian, and Alex realised that sports careers had limitations. Sarah was aware that her current research position was likely to lose government funding, and since she had been teaching music in schools and privately she decided to enrol in an ITE course.

9.5.3 Financial Reasons

Financial assistance is an example of an extrinsic motivation to enrol in ITE courses. On the positive side of financial incentives, the DoE studentships attracted four interviewees to complete a first degree followed by the DipEd. The studentship made it possible for them to enter university and the teaching profession without financial stress. The studentship covered all university fees plus money towards living expenses. This factor was also identified as important by four ITE_GradSurvey participants. Some of the interviewees claimed that the studentship was the only way they could attend university. In contrast, Robyn did not accept a studentship to study ITE because she did not intend to teach in schools. She said, “I wanted to do something more glamorous than teaching!” Although Robyn was financially able to attend the local university, she also experienced the negative impact of financial commitments on her career choices. The expense of moving and living interstate prevented her from following her preferred occupation in acting. Her decision to enrol in ITE was mainly to prolong her membership in the university drama club. Paul, who enrolled after the studentships had ceased, was able to gain a different government scholarship to study his first degree, which was studied without the intent to continue with ITE. When he did decide to study an ITE course, he was able to

obtain further financial support through other government funding available for those unemployed.

A lack of employment opportunities and other financial concerns were drivers for four of the interviewees to change from other occupations to teaching. Angela, for example, had been employed in seven different occupations over a decade. These job changes had involved moving interstate. On her return home, she found it difficult to find employment and she therefore decided to enrol in ITE, her original career choice in Year 11. She had not pursued teaching as a career back then because there had been media reports of an oversupply of teachers. After a period of over 10 years, she had completed a full cycle by returning to teaching. Other financial problems, such as the prospect of income security, were also noted as a factor by three ITE_GradSurvey participants. One of them, who had health issues, wrote, "I knew my career life was short and I wanted something that I enjoyed that would allow me to work part-time (if necessary) and still provide a liveable wage" (NT33).

9.5.4 Clear Career Direction

The need for outcomes and goals is important in the career decision-making process. Having a distinct career outcome to the ITE degree was beneficial to Steve. Steve had intended to become a journalist but found that "an Arts degree doesn't necessarily lead immediately towards work." He enrolled in the ITE degree with several of his university colleagues as "it seemed a logical step to do." Jackie rejected becoming a professor or interpreter before deciding on ITE because she considered the entry into the other professions were not sufficiently defined.

9.5.5 Happenstance Events

Some interviewees chose teaching due to happenstance events. Emma applied to study teaching, nursing, and social work. She had decided to accept the first offer she received, which just happened to be teaching. Paul and Stuart also experienced similar opportunities when they moved interstate for their wives; the move limited their preferred study choices to initial teacher education. The majority of the interviewees who studied ITE through a studentship, acknowledged the benefits of the opportunity to have financial support to gain a university degree.

[redacted]Concluding Remarks

There was a variety of reasons the ITE graduates decided to enrol in ITE courses. By this stage the graduates held different backgrounds, with many having been employed in paid work. Personal experiences and desires, and significant others impacted on some graduates, while structural aspects such as finance and distance affected others. Personal factors were considered as influential, and more important, than the structural aspects affecting career choices.

Career compromise was noted in this part of the career as impacting on career choices that led the ITE graduates into the teaching profession. One of the reasons given for the modifications in careers by the participants of the survey and the interviewees was dissatisfaction with their previous employment. Conversely, anticipated job satisfaction was noted as the most important factor to enrol in ITE courses.

Chapter 10

Discussion of Early Career Intentions

This chapter provides discussion on the results presented in the previous two chapters in regard to early career choices. It addresses Research Question 2: *What factors influence ITE graduates' decision to enrol in ITE courses?* The discussion begins with the early career intentions of the graduates followed by the personal, social, and structural factors that influenced their choices from Year 10 to enrolment in ITE courses.

Early Career Intentions

The individuals in this study were generally indecisive about their career plans in their final years of compulsory schooling, and yet this is when career choices become a major focus for directing future plans. Although there was a strong desire to continue with further education in Years 10-12, the career indecisiveness continued throughout university. The majority of those who entered a non-ITE first degree had no intention of becoming a teacher, and some individuals did not study ITE with the

aim of teaching in K-12 schools. The consideration of further education broadly rather than a specific occupation supports previous research that shows Year 10 and Year 12 students are focused more on gaining further education at university rather than aiming towards a particular occupation (Alloway, Dalley, Walker, & Lenoy, 2004). The proportion of participants who were totally undecided about their career choices was higher than the expected few noted by Alloway et al. (2004). For some, occupational desires were modified or eliminated because they were unattainable, as posited by Gottfredson (1981) and Creed and Hughes (2012). Gottfredson's compromise and circumscription careers theory implies that the elimination of career choices are those seen as unacceptable to the individual or unattainable. Although there was little mention of unacceptable occupations—apart from three interviewees who did not originally want to become teachers—some occupations were considered unattainable by individuals in this study. There was, however, an implication in the interviews that the alternative choices were motivated by the individual, as suggested in choice biography (Beck, 1992). The lack of career direction, the desire for further education, and the elimination of and indecision regarding career choices—even when studying ITE—indicates that careers evolve through a complicated process as indicated in previous research (e.g., Bright & Pryor, 2011). The ITE graduates' career choices were influenced by several factors, which are discussed in the following sections.

Personal Factors that Influenced Career Choices to Enrol in Initial Teacher Education

Only a few ITE graduates in this study had a strong desire to teach in K-12 schools in the final years of compulsory schooling; and those who did have a desire to

teach did not always continue in that career direction straight from school. Personal factors, such as health and financial support, impacted on early career choices. Motivations, apart from the desire to teach, were not raised by many of the interviewees in relation to choosing the first step in their careers, which demonstrates the weak commitment the ITE graduates had for any one occupation. Personal fulfilment and intrinsic motivations were considered by the graduates when choosing a career in this study but not to the same degree as noted in previous research (e.g., Andrews & Hatch, 2002; Howes & Goodman-Delahunty, 2015). The development of additional personal interests gained through units attended at school and work experiences were also considered in early career choices in this study. The impact of positive experiences as a learner on career choices has been noted previously by Andrews and Hatch.

When deciding to enrol in ITE courses, personal aspects were considered and of importance to the ITE graduates' career choices, with job satisfaction being the most important factor. The high importance job satisfaction plays on career choices for teaching, however, has not been highlighted in previous research. The ITE graduates' desire to help the community was also considered an important factor as were other personal motivations and attributes, such as working with and helping children. Altruistic motivations, such as making a difference in the community, are usually noted as being a major motivator (De Cooman et al., 2007; Howes & Goodman-Delahunty, 2015; Spear et al., 2000) and yet these motivations had less of an impact than job satisfaction in this current study. Although raised as important in the survey, neither job satisfaction nor helping the community was mentioned as main factors during the interviews. Teachers, more so than those who were not teaching in K-12 schools, had a desire to help children and to work with children. The non-

teaching ITE graduates who were retired were less likely to consider these as factors as influencers or of high importance than the other graduates. Creative input, as suggested by Spear and associates (2000), was not found to be a factor of influence in this study. This study confirms previous research that indicates that personal skills and attributes are important factors to enrol in teaching, and, in addition, for other early career choices.

Social Factors that Influenced Career Choices to Enrol in Initial Teacher Education Courses

Social factors, such as teachers, friends, and family, played an important role in the ITE graduates' early career choices. Parents were particularly influential at this stage of the career decision-making process. Some of the ITE graduates were persuaded by their parents not to follow their desired occupations, although this did not always prevent continuation with career plans. Although some parents encouraged teaching as a profession, having parents as teachers was also noted as having a negative influence on enrolling in ITE courses. Parents were raised as important in early career choices in previous studies (Alloway et al., 2004; Bassot, 2012).

Significant others, such as friends, teachers, family members, and co-workers were considerable triggers for the graduates to enrol in ITE, especially those with previous employment. Howes and Goodman-Delahunty (2015), and Andrews and Hatch (2002) also reported that significant others impacted on career choices. Interpersonal motivations were noted by De Cooman and associates (2007) as important in influencing choices to become a teacher. The importance and power of significant others in career choices is also evident in the system theory of careers

(Patton & McMahon, 2014). Social learning and development theory (Krumboltz et al., 1976) and happenstance career theory (Krumboltz, 2009) recognise the impact of the learning experiences gained indirectly through social networks. Interactions with people were noted as influential in career modifications in the career learning and development theory (Bassot, 2012; Witko et al., 2005). In contrast, Spear, Gould, and Lee (2000) considered social factors of less importance than other factors.

Career authenticity and challenge, as suggested by Mainiero and Sullivan (2005), were not raised as factors in early career decisions; however, the graduates who changed careers to enter the teaching profession mentioned balance in regard to family commitments was of importance when enrolling in ITE. Bassot (2012) acknowledged the importance of career advisors although they were not mentioned in this study.

This study confirms that there is a trend for social networking to influence career choices both in the early stages of the career decision-making process as well as to enrol in ITE courses. Since social factors in relation to enrolment in ITE were not highlighted in the pre-survey literature search, no items on this topic were included in the associated section of the survey. The impact and importance of social factors, therefore, were not as evident as those of the personal and structural factors.

Structural Factors that Influenced Career Choices to Enrol in Initial Teacher Education

Structural factors were considered to influence career decision-making in this study, although they were not easily endorsed as important in consideration to enrolling in ITE courses. Some structural factors, such as an ITE course being available at the local campus, the inability to study a first-choice degree, and

studentships, provided extrinsic motivations for individuals to enrol in ITE courses. The influence of structural factors is evident in the importance the graduates placed on the studentship that provided them with the opportunity to study ITE. Structural factors, although influential, were not considered important in the individuals' career choices. Extrinsic motivations have been noted as influences to enter the teaching profession previous literature (Andrews & Hatch, 2002; Kyriacou & Coulthard, 2000). This study also reflects the findings of Ashiedu and Scott-Ladd (2012) and De Cooman and associates (2007) in that extrinsic motivations, or structural factors, were not as important as intrinsic and altruistic motivations, or personal factors, in early career choices. Choice biography implies that family background, and socio-economic status have no effect on career choice (Beck, 1992). Brannen and Nilsen (2005) warn, however, that societal disparities could become a barrier over choice, which is somewhat justified in this study by the importance placed on the ability to obtain a studentship. The opportunity to attend university, and therefore to become a teacher, would not have been available to many of the older participants without financial support. The impact of structural factors on career choices of the ITE graduates differed between participant types. For example, enrolling in a course at a local university campus was more of an influence for those graduates who were no longer teaching than for those who were teaching in K-12 schools at the time of the study. The graduates who had been employed prior to enrolling in ITE courses acknowledged their dissatisfaction and disillusion in their previous occupation as an influential factor. Structural factors were also noted in this study to influence career choices to become a teacher in opposing ways. For example, distance was considered a barrier for some ITE graduates when they required to move to study ITE and yet others were more than willing to relocate to obtain their desired goals.

There were several happenstance events that influenced early career changes of the individuals in this study. These events occurred early in the career decision-making process, which led some individuals away from teaching, as well as for others to enrol in ITE. Happenstance occurred due to changes of a structural nature, such as other courses not being available and government financial support to study. Happenstances are noted to influence career decisions in more recent literature concerning enrolment in ITE (Andrews & Hatch, 2002) as well as in general careers theories (Bright & Pryor, 2011; Patton & McMahon, 2014). Happenstance events, such as these, are also noted by Krumboltz (2009) in his happenstance career theory, and are one of the cornerstone constructs of the chaos theory of careers (Bright & Pryor, 2011).

Concluding Remarks

The graduates in this study were indecisive about their career plans early in their careers, both in regard to teaching and other occupations. The lack of a commitment to any one occupation created a lack of intent towards any one occupation. Unacceptable occupations were eliminated, and careers were created and modified with changes in circumstances. Only a few individuals had the desire to become a teacher while still attending compulsory education, and having a desire early did not guarantee the continuation directly into the teaching profession.

The variety of factors that influenced career choices early in the career decision-making process and to enrol in ITE courses can be considered as personal, social, and structural. At the time of enrolment into ITE courses, the interviewees entering ITE direct from K-12 were more motivated by the desire to teach, those entering from a previous degree were more motivated by further education, and those

who entered after previous employment were more focused on personal lifestyle balance, including family commitments. Social network factors and work experience were more influential factors for those with previous occupations whereas personal attributes prevailed for those straight from K-12 school. The differences in the factors considered by those teaching and those not teaching, and between those who entered ITE directly from K-12 schooling and those who entered after alternative employment, have not been raised in the previous literature. This study also highlighted the importance of job satisfaction and social factors in career choices to enrol in ITE.

Research Question 3:

What Factors Influenced Teacher Education Graduates to Remain or Leave Teaching in K-12 Schools?

This section consists of four chapters and focuses on the factors that influenced career changes after the ITE graduates had completed their ITE studies. Chapter 11 focuses on the reasons for leaving the teaching profession. Chapter 12 presents the results associated to the reasons teachers remain teaching in K-12 schools. Changes within occupations, both K-12 teaching and others, are reported in Chapter 13. The discussions raised by these three chapters are reviewed in Chapter 14.

Chapter 11

Reasons to Leave K-12 School Teaching

This chapter focuses on the factors that influenced ITE graduates to leave teaching in K-12 schools. It addresses the problems the graduates experienced as well as the benefits they received in leaving teaching in schools. The quantitative data from the ITE_GradSurvey are addressed first to provide a broad understanding of the participants' decisions in this part of their career journeys. The categories within *Factors Considered to Influence Career Choices to Leave Teaching in K-12 Schools*, were produced and labelled through an inductive analysis of the Rasch threshold results, as detailed in the data analysis in Section 3.7.1. The Rasch threshold chart is presented in Appendix T. Each factor has been allocated a number, to which a code has been added; CL for factors considered influential to leave K-12 teaching. The number of responses received for each factor varied and are therefore included in the results presented in Table 11.1. Of those who responded, only five indicated that they were retirees and, since four of them indicated that the items were *Not Applicable* to their situation, they are not considered as a separate entity in this chapter.

As discussed previously in the Methodology (Chapter 3), the construct validity for *Perceived Importance of Factors that Influence Career Choices to Leave Teaching in K-12 Schools* was not supported. This was due to the high number of *Not Applicable* and missing responses. In fact, all factors were reported as *Not Applicable* by 30-60% of participants and none of the factors was considered *Very Important/Important* by a majority of Non-Teacher ITE_GradSurvey participants. Since the instrument is considered not to measure the importance of the factors, the results have not been discussed. The low number of responses to the importance of the factors listed, however, indicates that other more important factors were missing from the survey. The responses for each factor are presented in Appendix U.

The qualitative data, generated from the open-ended questions in the ITE_GradSurvey and the interviews, are discussed to establish a richer insight into the ITE graduates' career choices to leave teaching. The qualitative data were generated from the interviews of the 17 ITE graduates who were not teaching in K-12 schools at the time of the interviews. Six of these 17 graduates re-entered K-12 teaching for a short period of time after working several years in other occupations. The inductive coding process of the qualitative data produced 12 sub-categories within the same three categories noted to influence career choices to enrol in ITE courses: *Personal*, *Social*, and *Structural Factors*.

[redacted] Factors Considered to Influence Career Choice to Leave Teaching in K-12 Schools

The *Factors Considered to Influence Career Choices to Leave Teaching in K-12 Schools* include seven categories: *Nature of the Occupation*, *Intrinsic Motivations*, *Social Networks*, *Further Education*, *Career (Personal)*, *Career (Structural)*, and

Work Conditions. The factors for each of these categories are listed in Table 11.1. The factors easiest to endorse as an influential factor are those in the category of *Nature of the Occupation*. There was only one of the 25 listed factors, *Teaching was More Stressful than I Expected*, identified as an influential factor by more than half (*n*=16, 53%) of the ITE_GradSurvey participants. The other factors in this category concerned workload and low motivation of the students. The factors least likely to be considered as a factor in the ITE graduates' career choices to leave K-12 teaching are those in *Work Conditions.* It can therefore be determined that work conditions such as school facilities and safety were not part of the decision-making process of the graduates to leave teaching in K-12 schools.

A low percentage of the Non-Teacher participants left teaching in K-12 schools a) because they could not obtain a suitable teaching position (*n*=5, 17%); b) because of the remote geographic location of the schools (*n*=5, 17%); and/or, c) for higher paid employment (*n*=3, 10%). Although these factors were noted as problems for the K-12 teacher participants to remain teaching, these results indicate that they do not have a high impact on actual K-12 teacher attrition.

Table 11.1

Factors Considered to Influence Career Choices to Leave Teaching in K-12 Schools

Code	Factor	Non-Teachers		
		N	*n*	%
Nature of Occupation				
CL15	Teaching was more stressful than I expected	30	16	53%
CL16	The workload was more than I expected	29	13	45%
CL11	The low motivation of students was an issue for me	29	10	34%
Intrinsic Motivations				
CL10	Behaviour management was an issue for me	30	10	33%
CL9	I had family/personal reasons	30	10	33%
CL13	Teaching was not what I expected	30	9	30%
CL6	I gained employment in a non-teaching profession	30	9	30%
CL24	I did not think I would enjoy the teaching positions available	29	8	28%
Social Networks				
CL19	Staff morale in the schools was an issue for me	30	8	27%
CL20	The lack of parental/community support was an issue for me	30	8	27%
CL21	The attitude of colleague teachers was an issue for me	30	8	27%
CL23	Job security was an issue for me	30	8	27%
CL4	I felt the general public had/have a bad perception of teachers	30	8	27%
CL1	I received inadequate support from senior school staff	29	7	24%
CL8	I could see availability of teaching positions were limited	29	7	24%
Further Education				
CL18	I decided to study in a different field	30	7	23%
CL7	I decided to further my teacher education studies	30	7	23%
Career – Personal				
CL17	I could see the opportunities for career advancement were limited	30	6	20%
CL3	I felt I was not suited to teaching	30	6	20%
CL5	I gained a teaching position in a non-school setting	30	6	20%
Career – Structural				
CL14	Teaching was not as family friendly as I expected	30	5	17%
CL22	I found the remote geographical location of schools an issue	30	5	17%
CL26	I was not able to gain a suitable teaching position	30	5	17%
Work Conditions				
CL12	I wanted a job with a higher salary	30	3	10%
CL2	I received inadequate opportunities to attend Professional Learning	29	2	7%
CL27	The school safety was insufficient	29	1	4%
CL25	I did not find the school facilities suitable for the teaching positions I had	29	-	-

Note: CL = Considered to Leave Teaching
N = Total number of responses for each factor
n = Number of *Yes* responses for each factor

Simply determining which factors were influential in career decision-making processes of the ITE graduates does not indicate the importance placed on each factor. The importance of the factors listed could not be determined. The interviews provided a retrospective interpretation of the factors that impacted on career choices to leave K-12 teaching. The factors discussed offer new insights into the career choices of ITE graduates.

[redacted]Personal Factors that Influenced Career Choices to Leave Teaching in K-12 Schools

The personal factors reported in this section were related to the individuals' personal desires, and work and life experiences. The four sub-categories developed were *Personal Skills and Attributes*, *Stress and Health Issues*, *Challenge and Promotion*, and *Further Education*.

11.2.1 Personal Skills and Attributes

The skills gained in degrees studied prior to ITE courses and those obtained through general life experiences influenced career changes made by the interviewees to leave K-12 teaching. For example, Jenny and Maree noted that the science skills they gained in their previous degrees and during their teaching experiences were recognised by colleague senior staff members who later offered them opportunities to become curriculum support officers. These were promotion positions that involved very limited K-12 classroom teaching. For other participants, the willingness to tackle new jobs and the ability to transfer skills from one task to another opened up other employment opportunities in other educational related jobs, such as university support officer and education administration, as well as alternative employment in

property management. New skills gained while studying ITE also provided the opportunity to explore other career options that were not previously considered. This was evidenced in Angela's, Emily's, and Damian's passion for research, which developed while they were studying initial teacher education and motivated them to consider postgraduate studies.

Career moves away from teaching were undertaken through a perceived lack of skills. When faced with poor student behaviour in her second teaching role, Sarah doubted her teaching skills. She stated that the first position in a senior secondary college was her "dream job" but the latter one was "traumatic." She added, "I either don't have the skills or I am not suited to working with younger high [secondary] school students." Emily also considered she had low teacher self-efficacy and high stress levels, which caused her to reconsider her long-held desire to teach.

Not all those who qualified as teachers found that they were suited to classroom teaching. Two interviewees who obtained teaching positions in K-12 schools directly after graduation realised that they were not suited to K-12 teaching. Damian obtained a permanent teaching position through the graduate recruitment program; however, by the end of the first term he realised that teaching in K-12 schools was not what he wanted to do as a career. Although other factors also influenced his decision to leave, the knowledge that he would have a more significant impact on teaching and children's learning "elsewhere" was also a driver for him to leave classroom teaching.

Damian found the burden of daily travel to the rural school he had been appointed to, the birth of his first child, and not feeling fully proficient in primary teaching made his first teaching job challenging. After one term of teaching, he decided to resign and apply for a PhD scholarship. "I could be an ok teacher in a classroom but there were other things that I thought I could also do. Doing some research and that avenue was what I kept thinking about."

After completing his PhD, Damian did not return to teaching in K-12 schools. He was able to follow other career opportunities, which he had not even considered previously. He obtained a position as a lecturer at the university where he studied. He found his role as university lecturer more rewarding than classroom teaching. "I think I can make a better contribution in this space. Not just what I am currently doing but what I will do in the coming years."

Whereas Damian entered ITE undecided about his career direction, Emily had harboured a strong desire to be a teacher since early primary school. Once teaching, however, Emily realised "what happened behind the scene" of classroom teaching and began to doubt her career choice. Interestingly, both Emily and Damian commented that they felt guilty that they were not teaching after completing their ITE. Emily was relieved when she discovered a few other people who also stated that they did not like teaching.

Although Emily had a strong desire to teach prior ITE graduation, once she was teaching she re-considered her choice. Emily had a self-perceived lack of ability to plan lessons and cope with changes in the daily routine. She also felt she lacked the decisiveness to choose suitable topics and the inspiration to create

suitable classroom activities. When comparing her skills against those with more experience she said, "I would watch other teachers, like we had an amazing lady who was so lovely to me as well." Although Emily was grateful for the assistance this teacher gave her, she realised that she did not have the skills to compete. "She was painting murals in the class and making the milk bottle igloos."

She said, 'I would love to have that passion,' [that she had seen in other teachers] but I just don't, which is why I thought, 'Nah, I am going to leave teaching space for someone that should be in it.'" Emily added, "I was quite happy to leave. Someone else can be amazing."

Emily, however, hated telling people she did not like teaching. "I sort of kept it secret all that year." Emily admitted that her mother had fostered this secrecy in some respect as she thought Emily may get a better teaching position if people were not aware of her dislike for teaching. After some time, Emily began to publicly admit teaching was no longer her passion. Some people responded, "Oh, really? Why? Weren't you just first year out? Wasn't that the problem?" Emily accepted that this might have been part of the problem but also recognised that there was "no passion there."

Emily found some people were quite offensive about her not wanting to teach, but she did eventually find others who were also less passionate about teaching. "And you go, 'Hello!! Yes! Thank you! You feel the same!' They say 'Yeah, I didn't like it.' It's good. It's not just me, but still it's sort of, I don't know if it is shameful or what it is."

The personal attribute of age impacted on several individuals' decisions to leave the teaching profession. One ITE_GradSurvey participant, who entered ITE course after previous employment, felt that her age restricted her from obtaining a permanent teaching position. In addition, three other participants stated that they left K-12 teaching to retire. Barry was the only interviewee, however, who was still teaching in K-12 schools at retirement age. The other retired interviewees were in non-classroom senior roles within the Department of Education or in other education related occupations prior to retirement. It is not known whether the survey participants were teaching in classrooms when they retired.

The desire to explore other career options was mentioned by two other interviewees for reasons to leave K-12 teaching. For example, Sharyn loved teaching but decided to sample other occupations of interest on her return from teaching overseas. "I didn't have a job and I had seen so many wonderful things, travelled a lot, and I decided if you only live once, how do you know what you are good at unless you try a few things?" Sharyn loved teaching she wanted to be sure what she was doing was "the best thing" concerning her career.

11.2.2 Stress and Health Issues

Stress and health issues forced a reassessment of career choices for some of the interviewees, which led to them leaving teaching in classrooms. Sarah was stressed in her teaching role due to problems with behaviour management. She thought the students were "absolutely completely uncontrollable" both in class and in the school grounds during breaks. "It was just so awful and traumatic." Emily also found teaching stressful and chose to leave rather than continue after one year in a demanding class. She considered undertaking relief teaching the following year until

that too became stressful. "I would worry about the call in the morning thinking 'Oh if I get a call what do I do?'" Sue became overworked in her teaching role. She admits that this was partly because she felt compelled to take on new roles and responsibilities in an effort to obtain a senior role in pastoral care. There was also an expectation at the school where she taught that teachers would undertake extra-curricular roles.

Sue told her principal that she was interested in pastoral care role at her school and was advised to demonstrate this by applying for other extra-curricular leadership roles. She won and accepted a role as Senior School House Dean even though she was teaching in the middle school section of the same school. This role required Sue to be in the senior school section before and after school to take pre- and post- attendances. In between this she would "run, literately run, back over to my [middle school] classroom; teach; go back over to the senior school in my free period; be free for students; come back; teach; dismiss my class; get back over to senior school."

The extra-curricular activities, like her duties for the rowing club, would often include weekend duties. Rowing involved driving long distances on Fridays directly after school finished for competitions on the Saturday and Sunday. Once she arrived home, she was required to unload and store the boats and equipment, "deal with all the senior school girls" ensuring they were all organised and had lifts home, "and then get up and go to school the next day."

Sue felt that her health failed as a result of the stress involved with taking on responsibilities in addition to her regular teaching commitments. She said, "I felt I had more contributions to make than just being in the classroom. … I just

didn't realise that I didn't have any more to give." She reflected that other teachers at her school were in the same situation. "A really good friend of mine got it [a different promotion] … and in hindsight, I am so pleased that I didn't get it because it nearly killed her."

In contrast to Sue, a change in career direction alleviated the stress experienced while teaching in K-12 schools before a health crisis was reached. Emma had a part-time K-12 teaching position between her second and third child but chose to leave K-12 teaching entirely to undertake a part-time personal assistant position. She found this position less stressful than teaching. "I can shut my computer and then I am home, and I don't have to have it in my head. For me teaching was never like that. I always took it home with me." The change in career allowed Emma to achieve a better work-life balance.

11.2.3 Challenge and Promotions

Challenge and promotions were identified by some of the ITE graduates as important factors in the career journeys, influencing decisions to leave K-12 teaching to take up more senior positions. Two such people were Jenny and Maree who left classroom teaching to perform curriculum support roles, which was a promotion for each. They both returned to classroom teaching some years later because their contracts were not renewed. Maree, however, left again shortly afterwards when she obtained a second curriculum support role.

Isaac also left teaching in a desire to advance his career after he struggled for several years to obtain a permanent senior staff position in K-12 schools. To satisfy his need for a challenge in his career, he decided to accept an executive officer role

for a national professional body for vocational education teachers. Like Jenny and Maree, Isaac returned to teaching several years later but then accepted a position as policy writing and project management work with the DoE. Isaac said he found the work "challenging" and "immensely rewarding," especially in comparison to dealing with the "politics within the school environment."

Promotions often required the ITE graduate to re-locate interstate or overseas. When this was the case, distance was not seen as a barrier by them, as noted by some ITE graduates in the early stages of their careers. Merv moved interstate when accepting the Head of Department role in a non-government secondary school in Queensland. He returned to Tasmania and resumed his government school teaching position at the end of his one-year contract. Clive also left the Tasmanian government K-12 school system to take up the position of Head of School at an international private school. In contrast to Merv, Clive did not return to Australia. Merv and Clive were the only interviewees who mentioned moving from the government sector to the non-government sector.

11.2.4 Further Education

Teaching and learning are interlinked and so it is not surprising that many ITE graduates continued to further their education. In fact, more than a third of the ITE_GradSurvey participants completed further teacher education studies. The proportion is higher among the Non-Teacher participants (n=17, 45%) than the Teacher participants (n=13, 26%). It is not clear from the survey whether or not these participants left K-12 teaching to study. Some of the 12 interviewees who pursued higher qualifications continued to teach in K-12 schools while they studied, while others left teaching to complete higher degrees.

Those who left K-12 teaching within a few years of graduation to study further included Angela, Damian, and Emily. Merv was at the other end of the career and had officially "retired" from the DoE at 60 years of age to complete his PhD study. Although officially retired, he was employed as a researcher at the university for another five years after completion of his PhD and was still working on a casual basis at the time of the study.

[redacted]Social Factors that Influenced Career Choices to Leave Teaching in K-12 Schools

The social factors discussed in this section relate to the social aspects that influenced the ITE graduates' career choices. This included social networks formed through employment as well as social connections of a more personal nature. The four sub-categories that arose from the data were *Family*, *Colleagues*, *Friends*, and *Happenstance Events.*

11.3.1 Family

Family factors influenced the ITE graduates' career choices to leave teaching in K-12 schools in many ways. One interviewee, Robyn, reflected that in the 1980s the DoE policies meant pregnant women were encouraged to leave teaching in K-12 schools. Robyn commented, "Maternity leave was dreadful in those days." She left her permanent K-12 teaching position when pregnant with her first child. In the year following her child's birth, Robyn returned on a casual basis as a relief K-12 teacher. Shortly afterwards, she returned to full-time work as a teacher educator at the Teachers College (ITE course provider before it became available through the university). Emma also took time away from K-12 teaching when she started her

family. She preferred to stay home with her children than work full-time and found it difficult to find permanent part-time K-12 teaching. She has considered returning to teaching in K-12 schools later in her career when her children are older, although that would depend on other family factors. She commented, "I am not going to do it [teaching] if it is not worth it [convenient for the family]."

11.3.2 Colleagues and Friends

Colleagues, both as K-12 teachers and non-K-12 teachers, encouraged some of the ITE graduates to leave the K-12 teaching profession to undertake other employment. Louise was given the opportunity to work at the university in a student support role by a colleague who was on the board of the private school where Louise was teaching. Jenny had a chance meeting with the science curriculum supervisor who later recommended her for a science support position, which was within the DoE but not as a classroom-based teaching position.

Jenny remembered when her school was visited by a science consultant. Her principal told the consultant that he could work with anyone except Jenny because she did not need support. This made him curious to see what Jenny was doing in her classroom. Later, when the consultant gained funding for a two-year project at a 0.5 teaching load for Years 5-8, he asked Jenny if she was interested. Originally, she declined because she felt she would not be able to switch between working with 4-year-olds for half a week and with Year 5 to 8 students as well as teachers, and looking after her own two children. The science consultant obtained further funding to make the position full-time. "That was great because I had a chance to work with him for the two years, which meant that I got skilled up in how to go about it. I hadn't worked with educating adults at all at that stage."

Colleagues also had a negative impact on careers through conflict of personalities. Isaac returned to K-12 teaching in a hard-to-staff school after several years working in a vocational education support role. He left K-12 teaching, for a second time, because of the conflict he encountered from other senior staff members who, he felt, undervalued his previous experiences dealing with at-risk students. This resulted in him requesting and receiving a project manager and a policy consultant position in the DoE. "By that stage I was out of it [teaching] and I was much happier doing that [policies] stuff."

Friends from social networks influenced career choices by providing openings to optional career opportunities not previously considered. Sue's friend in a property management business urgently required a relief worker while Sue was on a year's unpaid sick leave from K-12 teaching. "A friend of mine owned a property management firm and rang me up one day and said, 'Our trainee has gone AWOL.' She hadn't rocked up for work one day and they couldn't find her anywhere." Sue reported that this position slowly developed into a full-time permanent position that became her career direction for many years. Similarly, Isaac had built a strong rapport with one of his students' parents while acting as an Assistant Principal. The parent invited him to join the board of an employment service. This sparked his passion for VET subjects, which provided the foundation for his career move out of K-12 teaching into VET support, as discussed further in the following section that addresses happenstance events (Section 11.3.3).

11.3.3 Happenstance Events

Some career changes occurred through happenstance events, resulting in participants leaving teaching in K-12 schools. The importance of this in career

choices, is indicated by ten interviewees who discussed how happenstance events created position availability in other occupations. Happenstance opportunities were often obtained through a blend of social and structural factors and, therefore, are also discussed in Section 11.4.4. Louise was working in three schools when asked by one of the schools to write their literacy curriculum, which led to an unexpected offer of a tutoring role at university for student learning support. Another example of the influences of social factors demonstrates how and why Jenny left K-12 teaching for the second time to lecture at university.

Jenny was offered the opportunity to lecture in ITE courses at university level for a year; "The superintendent of education rang me while I was on holidays on the mainland to ask me if I would do it." It was through this lecturing opportunity that another change in her career direction was developed. "While I was there [lecturing], I suddenly had the light-bulb moment on what I could do my [PhD] thesis on." Jenny completed her PhD after she returned to teaching in K-12 schools.

Structural Factors that Influenced Career Choices to Leave Teaching in K-12 Schools

The structural factors listed below include organisational and school structures that impacted on career choices. When these factors changed or fluctuated they influenced ITE graduates' career choices to leave teaching in K-12 schools. The five sub-categories that evolved from the data were *Job Availability and Security*, *Government Policies and School Procedures*, *Student Behaviour Management Policies and Procedures*, and *Happenstance Events*.

11.4.1 Job Availability and Security

A lack of K-12 teaching positions, and the need to obtain a secure job, influenced career choices to leave K-12 teaching for several ITE graduates. Sarah gave up looking for K-12 teaching positions due to the lack of full-time or part-time jobs available. She said, "I would have taught in Wattle School [a rural school near her home] if I could have; but no, there just weren't any jobs around at that time." Sharyn returned from teaching overseas and found it hard to find a teaching position in Tasmania. "Coming back and not having a job was difficult and hence I ended up in a totally other direction." Sharyn said that while she was studying some 10 years earlier, the media hype suggested that there would be a shortage of teachers due to the baby boomers retiring in the near future. "They [baby boomer teachers] are still working now! It will happen, but we were told of all these shortages that were just on the horizon and it still hasn't really eventuated." One ITE_GradSurvey Non-Teacher participant also noted a lack of permanent teaching positions as a problem for their career choices.

Other ITE graduates obtained K-12 teaching positions but they experienced a lack of reliable and secure positions. Louise, Jackie, Sarah, and Sharyn had all obtained some relief teaching and short-term contracts but required a more regular income. Although neither full-time nor permanent, Jackie's research work and Louise's university student support work were considered by them as more stable and secure than K-12 teaching. Louise's role eventually led to her obtaining a permanent position at the university. Jackie's frustration from trying to obtain a secure teaching position was evident. She said, "The trouble with [K-12] teaching is that it is so long between when the jobs come up. I found that compared to other professions, teaching

jobs are just so rare." The perception of teacher availability being less than other employment could be due to the structure of the school year. Relief teaching, and short-term contracts, are only available for 40 weeks out of 52 due to school holidays. Teaching contracts in K-12 schools, however, do include pro-rata holiday pay to compensate the short school year.

11.4.2 Government Policies and School Procedures

Government policies impacted on career choices to leave K-12 teaching. The DoE transfer policy was established to create movement of teachers in K-12 schools to ensure rural teachers were given opportunities to teach in preferred schools. The transfer policy was linked to the schools being categorised into A, B, and C groupings. The interviewees stated that a Category A school was a hard-to-staff school due to geographical remoteness or the socio-economic status of the school. In theory, teachers could only be compulsorily posted to teach in a Category A school for a maximum of 3 years. For Maree, the DoE transfer policy prompted her to take on a senior non-K-12 teaching role with the DoE. Several years earlier, the DoE moved Maree from a hard-to-staff college in a rural area, in which she was happy to remain, to an urban college in the south of the state. When Maree knew she was due for another transfer she decided to apply for a science curriculum officer position for location stability. This position involved providing professional development and resources for teachers. Maree, therefore, was no longer based in any particular classroom or school. On occasions, however, she was required to perform demonstrations for other K-12 teachers in their classrooms. Positions such as this one held by Maree, were funded by the state government and created by changes in Department of Education policies. Three other interviewees left teaching in K-12

schools for similar government-sponsored senior positions, although they returned to classroom teaching on completion of their contracts for a short period of time.

A non-government school's ethos to place student and parents' interests above teachers impacted on the career choices of Sue. She was encouraged to take unpaid sick leave when she required multiple operations in a short timeframe. Sue said that the school implied it was in the best interest of the school, the parents, the students, as well as for her own health, to take a whole year without pay to recover properly. Although she was disillusioned by the lack of loyalty shown to her at the time, she now considers the positive side. The time off gave her the opportunity to "look at getting outside of education," or at least out of K-12 teaching.

11.4.3 Student Behaviour Management Policies and Procedures

Poor student behaviour was reported as a factor influencing decisions to leave teaching, especially for those conducting relief teaching early in their teaching careers. This and a lack of effective behaviour management policies and procedures to support teachers was noted at certain schools. Emily, for example, felt she had been given a hard class in her first year out and was not provided the support she required to teach the students effectively. The behaviour of the students warranted her to have five students assessed for learning disabilities because she considered this to be part of the difficulty she was experiencing. The assessments confirmed her beliefs and recommended that Emily receive teaching assistance to provide the students with one-on-one learning support. With the addition of these five students, Emily then had seven students on individual lesson plans and "all of them required one-on-one work for rote, like memory learning." The school policies were inadequate for her to obtain sufficient teacher aide support for her—and her students.

Sarah also admitted that she experienced poor student behaviour at her second teaching position in a larger secondary school. She found this quite stressful and claimed, "I never, ever want to be in a situation where I have a discipline problem like that again. That is the main thing [against K-12 teaching] really. It scares me." Sarah stated that she had considered re-entering teaching but would not be willing to teach in a K-12 school with poor student behaviour management policies.

11.4.4 Happenstance Events

Happenstance events created employment prospects that lured the interviewees away from K-12 teaching. As mentioned in Section 11.3.2 colleagues and co-workers were often catalysts for such opportunities; however, these events usually included a change in structural factors at an opportune time. For example, Isaac was in his late 50s and could see that he was not moving up the ladder in the K-12 school system when the national professional body for VET teachers expanded and senior positions became available. By this stage of Isaac's career, he had gained a strong passion for VET studies and decided to take advantage of this senior role and leave classroom teaching.

The happenstance opportunities that arose were not necessarily seen as a fortuitous escape route out of K-12 teaching. Neil, who was completing his master's degree while teaching in K-12 schools, was asked to lecture in science education for a semester. "I hadn't noticed the job advertised because I wasn't looking for a job anywhere." This initial lecturer's position turned into a contracted position and then became tenured due to structural changes at the university. Neil said, "I fell into it. I never thought about it and I never planned it. It just happened."

Sarah had been struggling to obtain a K-12 teaching contract. She obtained a job that became available with the local council and a land conservation group to produce environmental management plans. She commented, “That kind of got me launched into this other completely different area” of work. She remained employed in environmental work even after she re-located to another state.

In contrast to Neil and Sarah, Sue was looking for an excuse not to return to her K-12 teaching role at the end of her unpaid sick leave. She was offered the chance to work in property management on a causal basis to fill in for the trainee receptionist who “one day simply did not turned up for work.” Sue reported, “I went in for one day and answered phones and took messages and had a *ball*. … It just sort of snowballed and I ended up becoming the manager of their leasing department.”

Concluding Remarks

The survey results showed that the unexpected stress experienced when teaching in K-12 schools, the workload, and the low motivation of students impacted on the ITE graduates’ decision to leave teaching in K-12 schools. Stress and poor student behaviour also resonated throughout the interviews. Structural factors, such as problems with school facilities or school safety, and salary were factors only for a very small minority of survey participants.

The interviews highlighted additional influential factors, such as to obtain a promotion to a senior role, to challenge oneself, to use personal skills in other areas, and furthering education. Social factors were more important to the interviewees than indicated in the survey. The interviewees acknowledged that social factors also included colleagues and friends outside of the K-12 school system. At a structural level, government and school policies effected ITE graduates’ choices to no longer

teach in K-12 schools. The social and structural factors noted often combined to create happenstance events that provided new career options not previously considered by the ITE graduates.

Chapter 12

Reasons to Remain Teaching in K-12 Schools

Following on from the influences that pulled ITE graduates away from teaching in K-12 schools, this chapter addresses the reasons other ITE graduates remained teaching in K-12 schools. This chapter also includes changes in factors experienced by some ITE graduates that encouraged them to re-enter the profession after working in employment other than K-12 teaching. As in the previous chapter, these results include both quantitative and qualitative data. The quantitative data from the ITE_GradSurvey are presented first to provide a broad overview of the participants' interpretation of their career choices in regard to remaining as a K-12 teacher. The categories within *Factors Considered to Influence Career Choices to Remain Teaching in K-12 Schools* and *Perceived Importance of Factors Considered to Influenced Career Choices to Leave Teaching in K-12 Schools* were generated through inductive analysis of the Rasch thresholds, as detailed in the data analysis chapter in Section 3.7.1. The associated threshold charts are displayed in Appendices V and W. The categories and the list of factors are presented in Table 12.1 and Table 12.2. The factors listed for *Factors Considered to Influence Career Choice to Remain*

Teaching in K-12 Schools and *Perceived Importance of Factors Considered to Influence Career Choices to Remain Teaching in K-12 Schools* were the same as they were presented as Likert statements in the survey. Different tests were required to establish a) the factors that influenced change and b) the importance of each factor in the decision-making process. To distinguish between the two sets of results, each factor has been allocated a number, to which a code has been added; CR (for factors considered influential to remain as K-12 teacher) and IR (for the importance of those factors). The number of responses received for each factor listed varied and are therefore listed in the appropriate tables.

The qualitative data are drawn on to strengthen the findings of the quantitative data. The data produced nine sub-themes through inductive coding of the relevant data. These sub-themes were categorised further into the three groups of influential factors produced for leaving K-12 teaching and for enrolling in ITE courses: *Personal Factors*, *Social Factors*, and *Structural Factors*.

Factors Considered to Influence Career Choices to Remain Teaching in K-12 Schools

The *Factors Considered to Influence Career Choices to Remain Teaching in K-12 Schools* contained four categories, which were inductively labelled during the analysis of the data into *Personal Attributes, Intrinsic Motivations, Career (Personal),* and *Nature of Occupation*. The factors are listed in Table 12.1 with the number of responses received for each factor.

The *Personal Attributes* factors included items such as the desire to help and work with children, and sharing of knowledge. They were considered as a factor to remain in K-12 teaching by all the Teacher participants. This is the strongest

response to any of the Likert statements in the ITE_GradSurvey. *Intrinsic Motivations* were also influential factors for a large majority of the Teacher participants: they want to make a difference to the community and get job satisfaction from teaching.

Career (Personal) factors were indicated as an influential factor by a majority of the participants. Factors concerning satisfaction with current career opportunities, school holiday breaks, and salary are considered in their career decision-making process by most ITE graduates. The factors included under *Nature of Occupation* were identified as an influential factor by less than half of the Teacher participants. The workload of a teacher and travel opportunities were factors considered by 49% of the respondents to remain teaching in K-12 schools. This indicates that factors of a personal nature are more influential in career choices to remain teaching in K-12 schools than those of a structural nature to the occupation.

Table 12.1

Factors Considered to Influence Career Choices to Remain Teaching in K-12 Schools

Item	Factor	Teachers		
		N	*n*	%
Personal Attributes				
CR2	I have a desire to help children	49	49	100%
CR3	I think I am a good teacher	49	49	100%
CR4	I enjoy working with children	49	49	100%
CR5	I like sharing my knowledge with others	49	49	100%
Intrinsic Motivations				
CR14	I think I make a difference to the community as a teacher	49	48	98%
CR11	I like the advantages of having the school holidays	49	47	96%
CR12	I get job satisfaction from teaching	49	47	96%
CR1	I have a strong desire to be a teacher	49	46	94%
Career – Personal				
CR8	I am satisfied with my current career	49	43	88%
CR9	I find the school day start and finish times are suitable for my lifestyle	49	39	80%
CR15	I like the salary	49	38	78%
CR7	I find teaching provides a clear career pathway	48	35	73%
CR13	I find teaching is a family friendly career	49	34	69%
Nature of Occupation				
CR10	I find the workload of a teacher is manageable	49	24	49%
CR6	I find there are sufficient opportunities for me to teach overseas and on the mainland	49	16	33%

Note: CR=Considered to Remain Teaching
N=Total number of participants for each factor
n=Number of *Yes* responses

Perceived Importance of Factors that Influence Career Choices to Remain Teaching in K-12 Schools

There were five categories within *Perceived Importance of Factors that Influence Career Choices to Remain Teaching in K-12 Schools.* The categories and their related factors are listed in Table 12.2. *Personal Attributes* proved to be *Very Important* to the majority of Teacher participants, with none of the ITE graduates indicating that these factors were *Not Important* or *Not Applicable* to their career

decision-making. The category easiest to endorse for importance by the participants, according to the Rasch threshold, was *Intrinsic Motivations*, particularly the factors of *I Think I Made a Difference to the Community as a Teacher*, and *I Find Teaching Provides a Clear Career Pathway*. In contrast, *Nature of Occupation* factors, especially *I Find There are Sufficient Opportunities for me to Teach Overseas and on the Mainland* were the factors least likely to be endorsed as important by the ITE graduates.

Table 12.2

Perceived Importance of Factors that Influence Teachers to Remain Teaching in K-12 Schools

		Teachers					
Item	Factor	*N*	Very Important	Important	Somewhat Important	Not Important	Not Applicable
Intrinsic Factors							
IR14	I think I make a difference to the community as a teacher	49	33%	49%	16%	2%	-
IR7	I find teaching provides a clear career pathway	48	24%	53%	24%	14%	2%
Personal Attributes							
IR4	I enjoy working with children	49	55%	39%	6%	-	-
IR2	I have a desire to help children	49	53%	41%	6%	-	-
IR5	I like sharing my knowledge with others	49	50%	42%	8%	-	-
IR12	I get job satisfaction from teaching	49	63%	29%	8%	-	-
IR3	I think I am a good teacher	49	41%	47%	12%	-	-
Career – Personal							
IR8	I am satisfied with my current career	49	49%	29%	18%	4%	-
IR1	I have a strong desire to be a teacher	49	43%	35%	18%	4%	-
Nature of Occupation							
IR15	I like the salary	49	21%	50%	17%	10%	2%
IR9	I find the school day start and finish times are suitable for my lifestyle	49	18%	37%	27%	14%	4%
IR10	I find the workload of a teacher is manageable	49	19%	49%	17%	9%	6%
IR11	I like the advantages of having the school holidays	49	31%	28%	31%	10%	-
IR13	I find teaching is a family friendly career	49	24%	43%	14%	8%	10%
IR6	I find there are sufficient opportunities for me to teach overseas and on the mainland	49	4%	2%	24%	51%	19%

Note: IR=Important to Remain Teaching

N = Total number of participants for each factor

The two factors considered as most important from those chosen by the participants as *Very Important* were *I get Job Satisfaction from Teaching*, and *I Have a Strong Desire to be a Teacher*. Although the factors listed under *Nature of the Occupation* were only considered to be a *Very Important* by a minority of the participants, each of these factors was still deemed as *Very Important* or *Important* by more than 50% of the participants, as presented in Table 12.3.

Table 12.3

Most Important Factors Considered to Influence Career Choices

			Most Important ranking		
Factor		Responses (*n*)	1st	2nd	3rd
IR12	I get job satisfaction from teaching	28	9	5	6
IR1	I have a strong desire to be a teacher	15	7	3	3
IR2	I have a desire to help children	20	5	6	3
IR5	I like sharing my knowledge with others	20	3	4	4

The survey data highlighted that personal attributes and motivations not only impact on career choices but were also of high importance to the ITE graduates in their decision to remain teaching in K-12 schools. Structural aspects of K-12 teaching were also indicated as influential but not considered as important as personal factors. The interview data support these findings while generating additional factors not previously considered. *Personal*, *Social*, and *Structural* factors are discussed.

Personal Factors

The personal factors reported in this section are associated with the personal attributes of *Career Resilience*, *Career Happiness*, and *Enjoyment of Working with*

Children that impacted on some of the ITE graduates' decisions to remain teaching in K-12 classrooms.

12.3.1 Career Resilience

Career resilience was noted by several ITE graduates through discussion of difficult periods experienced in their teaching careers. Ailsa commented, "Last year, at one stage, I could have quite easily have given up the [teaching] profession. But we don't, we keep going." This determination to continue teaching in demanding classroom situations was acknowledged by Neil, a retiree, while he was a K-12 teacher. Katharine also struggled with classroom behaviour management while relief teaching in her first appointed school. Her career resilience was not sufficient for her to continue teaching in that environment; however, she found teacher employment at another school where student behaviour was easily managed.

12.3.2 Career Happiness

Career happiness gained through teaching in K-12 schools was also evident in the data. Alex, who did not intend to teach while he was studying ITE, has remained teaching in schools because he finds it a rewarding career. Katharine stated that she had turned down promotion positions because she enjoyed being in the classroom and creating projects for her students to complete. Her career happiness is partly due to the difference she knows these projects will make to the local community as well as to her students. Stuart also mentioned that he loved K-12 teaching because of the opportunities he has to teach his students about character, personal qualities, self-control, resilience, and gratitude. In contrast, personal attributes prevented some of the ITE graduates from leaving K-12 teaching to seek career happiness in other occupations. This has a negative impact by retaining teachers who may not desire to

remain in the teaching profession. Jenny, for example, felt she could have set up as an independent science consultant but lacked the courage to commit to a new career as a publisher. She commented, “Perhaps I wasn’t brave enough. I had the background and all the opportunities.”

12.3.3 Enjoyment of Working with Children

The enjoyment of working with children was mentioned by the teacher interviewees as a factor to remain teaching in K-12 schools. Christine, who had a strong desire to be a teacher since primary school, still enjoyed being in the school environment and around children. “I *love* being in the school. I *love* being with the kids.” Christine stated that she would “feel sad” if she no longer worked in schools. She also “loves” working with and mentoring university ITE pre-service teachers at her school; “but I don’t think I would like to leave the school campus—yet.” It should be noted, however, that Christine was an acting assistant principal and only classroom teaching for part of each week. Stuart also stated that he enjoyed working with the students in the classroom, especially witnessing their personal growth.

[redacted] Social Factors that Influenced Graduates to Remain Teaching in K-12 Schools

The social network factors presented in this section concern the social experiences of the ITE graduates. Social networks involve making social connections with others, feeling a sense of belonging to the teaching community, and developing relationships with people associated with the teaching profession. The two sub-categories that developed from the data were *Teachers and Students*, and *Family*.

12.4.1 Teachers and Students

Relationships with both the students and other teachers impacted on the ITE graduates' intent to remain teaching in K-12 classrooms. Professional learning days provided K-12 teachers with the opportunity to learn new skills and were also considered valuable social networking opportunities. Christine attended professional development to improve her promotion opportunities and for networking purposes. While discussing such an event she added, "Part of what I love about teaching, the thing is that you are networking, you are talking, you're learning from each other, and I think that is a big part of teaching; that collegiality." As mentioned previously, Trudy enjoyed working with other teachers and "bouncing ideas off other people to improve how you can do things in more clever ways."

Prior to becoming a teacher, Alex considered teaching a "solitary occupation where you have your own class and do your own thing." The school's Professional Learning Communities, for collaborative planning, provided the means for him to connect with other like-minded professionals, with whom he could share his knowledge and exchange teaching ideas.

Alex acknowledged that he has learnt more being a teacher than he would if he held an office job or similar. "You might still learn, but I don't think you would learn as much as you do teaching. I feel like it [teaching] is a very dynamic job and it changes a lot, and there are new things to learn, and new things to do. If you ever thought you were the best at doing something, well, that's not a good mindset."

The sharing of good practices in the PLC was also a rewarding part of teaching for Alex. For example, Alex was very passionate about sharing an understanding of Mathematics but struggled somewhat with teaching English. "It [English] just never quite made as much sense [as Mathematics] but most of the females I worked with, they were very good with English and could explain it to me, and help me, and that helped my teaching."

Passing on knowledge and understanding of Mathematics has become his main focus and passion in teaching. "It frustrates me when students say they hate maths or they don't understand, whereas to me maths just makes perfect sense. … I love maths and hopefully I can pass that on to other students."

Building relationships with students and staff in more senior roles was an important aspect of teaching for Steve. He found the combination of working with the principal on improving and shaping the direction of the school, as well as teaching children in the classroom, very rewarding. Stuart's enjoyment of working with children was built around the relationships he forms with them. He said, "Just being able to relate to a lot of different people is really fun and challenging." Similarly, Katharine enjoyed the relationships she had built with her students while working through school projects.

12.4.2 Family

Family commitments made teaching attractive for several ITE graduates and induced them to remain K-12 teaching. Part of what kept Katharine teaching was having her children attend the senior secondary school where she was employed, which helped her to develop a stronger relationship with them and their friends. She

also appreciated being aware of school events through teaching there. Ailsa and Jenny acknowledged the structure of the school year was advantageous for them when they had young children. This assisted them in organising their work and family commitments.

[redacted]Structural Factors that Influenced Graduates to Remain Teaching in K-12 Schools

The structural factors reported in this section are organisation and system structures that influence K-12 teachers to remain teaching in K-12 schools. The five sub-categories that arose from the data were *Structure of School Year*, *Professional Learning*, *Variety in Schools*, *Job Availability and Security*, and *Cessation of Government Funding*.

12.5.1 Structure of School Year

The benefits of the long school holidays were appreciated by ITE graduates who teach in K-12 schools. As noted in Section 12.4.2 on *Family*, Jenny and Ailsa enjoyed having the long breaks associated with school teaching for different reasons. Jenny was grateful to have the time off to be with her children. Ailsa not only appreciated time with family but also used the holidays to recover from the intensity of the classroom. Ailsa commented, "You need that break because you have got 25, 26, 28 kids at you all day, every day. By the time you have wound down, you're about to go back." Although important and an advantage, she did not consider the long holidays would be a strong factor to influence others to teach in K-12 schools. She commented vehemently, "You wouldn't teach just because you got 11 weeks'

holiday. You wouldn't! Well, I would defy anybody to think that they could put up with what you do because of the fact that you get 11 weeks' holiday!"

12.5.2 Professional Learning

Teacher desire for life-long learning and self-development resonated in the data. Alex enjoyed teaching because he felt he was learning all the time, which in turn creates change, adaption, and reflection that improved his pedagogy. Steve and Trudy also mentioned that they were passionate about the development of their learning and teaching skills. Steve was grateful for the opportunity to attend professional learning days offered by the DoE and professional associations to help improve his teaching practice. Christine, who also acknowledged the benefits of professional learning sessions, had noticed that there had been an increase in professional learning opportunities since she had started teaching. Trudy recognised that teaching was always changing, and a significant amount of research and professional learning was required to keep up-to-date with the changes. The continual change, however, can be draining and deflating. Trudy warned, "When I first started teaching … it was more relaxed. We taught to a curriculum but there was more flexibility…. We thought we were doing it [teaching] really well whereas now everyone feels like they're not doing it well enough."

12.5.3 Variety in Schools

Teaching in different schools created variety in the teaching career for the ITE graduates. Steve's experiences included secondary and primary schools, as well as 10 different primary schools within a nine-year period. Although Steve acknowledged that it was tough changing schools so often while trying to gain a more senior role, he also recognised the benefits he gained from all the moves. Throughout his career he

worked in “tiny schools” in rural communities, as well as urban schools where “40% of the students have a non-English background, challenging behaviours, and a real variety of things.” Although some of the temporary positions he held were “incredibly challenging,” in reflection he stated, “I think it has been a rich experience.” Christine also discussed the benefits gained from the variety of roles experienced by teaching at different schools. Christine had taught in rural schools and hard-to-staff schools, as well as at different sized urban schools.

12.5.4 Job Availability and Job Security

The availability of K-12 teaching positions, presented at the right time and place, enticed ITE graduates who were not teaching in K-12 schools to re-consider this form of employment. Sarah had the opportunity to re-enter the teaching profession after several years of working in environmental planning. She was able to obtain a short-term contract at an interstate school; however, behaviour management problems at the school deterred her from remaining as a K-12 teacher. After graduating in ITE, Paul obtained a job in hospitality because he was unable to obtain a teaching position. Ten years later, a drive for extra mathematical teachers opened the door for him to enter the profession. In contrast to Sarah, Paul remained teaching in K-12 schools.

Paul performed a few days relief teaching at an interstate senior secondary school while working in hospitality to remain registered as a teacher. The relief teaching was performed during his annual leave from the hospitality job. Approximately 10 years after his graduation, he moved interstate with his wife and obtained a hospitality position. Shortly afterwards, the DoE in that state had a

recruitment drive for teachers, particularly those qualified for teaching senior secondary mathematics. Paul applied for and obtained a position teaching mathematics. On returning to teaching, he realised how little experience he had accumulated and the learning required to teach effectively. "I think I learnt more than any of the students in that period of time. Particularly in behaviour management and things like that." Paul enjoyed teaching and was still teaching at the time the study was conducted.

Job security, in the form of permanent employment, also deterred ITE graduates from leaving the teaching profession. Although this retained K-12 teachers in classrooms, it was not a desired outcome because these teachers no longer wish to be teaching but were reluctant to leave. Trudy held a senior position in a school and, while happy in her position, she still looked for other non-teaching jobs. She remained because her teaching position was secure and she felt unprepared to accept other employment. Trudy commented, "I have been looking around at other jobs but I am not qualified to do anything. (Long pause.) It's hard to move out of teaching and do anything else." Trudy also admitted that although her salary was not extravagant, teaching was better than transferring to a position with less pay. Ailsa also recognised that she was ready for a change. Although teaching was still Ailsa's preferred occupation, the security of her teaching position and the structure of the school year influenced her decisions to remain in K-12 school teaching rather than other learning environments.

Ailsa revealed that after 10 years of teaching in schools she was ready for a change in jobs. "I have just got that itch. I get phases. I look back on my life and it's a bit like every ten years." She had asked for and received a change in year levels; however, this was not sufficient to stop her from looking further afield. She acknowledged that she really desired "a change in clientele." Ailsa was interested in applying for a literacy support teacher position at the local prison; however, she did not like the idea of leaving her class in the middle of the school year, and so let it pass. She was still looking for non-K12 teaching.

A lack of job security in other occupations undertaken by ITE graduates while on unpaid leave from DoE, influenced some to return to classroom teaching. Isaac, who worked in a vocational education and training professional association for several years, realised that the position was likely to be made redundant. He decided to return to his permanent K-12 teaching position before it expired. His return was not successful because he felt senior staff undervalued his previous experiences of working with at risk students, as discussed in Section 11.3.2. Jenny returned to K-12 teaching after lecturing at the local university because she was not prepared to resign as a permanent teacher. She was also unwilling to take the "drop in salary" required to remain as a lecturer because she had not completed her PhD. Jenny commented that there was a conflict in progressing from K-12 teaching to her alternative career outcome of ITE lecturing. On one hand, a permanent ITE lecturer's position required the practical experience of being a K-12 teacher to pass on experiences to the ITE students. On the other hand, teaching in K-12 schools limited her ability to gain further academic teacher education qualifications and sufficient research publications

required to secure a permanent lecturer's position. This created a sense of disequilibrium in her career decision-making process.

12.5.5 Cessation of Government Funding

Teachers in K-12 schools often accepted promotion roles to fill positions created by government funding, such as curriculum support officer, but when funding ceased, those employed in these had positions to return to K-12 classroom teaching. Maree and Steve were required to return to teaching after years of being in senior roles as curriculum support officers. Steve was mid-career when he re-entered classroom teaching but chose not to do so at the senior teacher level to give him time to ease back into teaching. He felt that he needed to reacquaint himself with classroom practices and school norms after being in a leadership role outside of schools.

For others, however, taking on leadership roles outside of the classroom, led to further career advancement and promotion. Maree and Isaac, as mentioned in Section 11.3.2, did not remain teaching in classrooms for long after the expiration of projects before accepting other promotion positions.

[redacted] Concluding Remarks

Initial teacher education graduates' decisions to remain teaching in K-12 schools were impacted by personal, social, and structural factors. Personal attributes and intrinsic motivations have a bearing on, and are important to, teachers' career decisions to stay teaching. The most important factor was job satisfaction. This was supported by the interviewees' discussions on career happiness and enjoyment of working with children. The structural factors of teaching were also influential,

including the structure of the school year, salary, and the workload. These factors were deemed not as important as the personal factors. Although salary and workload were not raised as factors in the interviews, new structural elements such as the variety of roles and schools, professional learning opportunities, and job security were discussed, as well as social factors of colleagues, students, and family.

Chapter 13

Reasons for Changes within Occupations

This chapter provides a more comprehensive look at career journeys than the previous two chapters. Examples are given of the factors that influenced changes that occurred within occupations, rather than only to remain in or leave K-12 teaching. There was more information generated for role changes within K-12 teaching than in non-K-12 teaching positions for several reasons. First, all of the participants were teachers in K-12 schools at some time in their career, with experiences to share. Second, most of the non-retired Non-Teachers were in the earlier stages of their careers, which limited their experiences consideration to changes in non-K-12 teaching occupations. Third, the value of such information within non-K-12 teaching positions was not apparent at the time of the interviews. This is characteristic of grounded theory because the concepts emerge from the data (Strauss & Corbin, 1998).

The 14 factors that influenced changes within occupations of the ITE graduates were further categorised into *Personal*, *Social*, and *Structural* factors. Rather than focusing on the factors for Teaching positions and then the Non-Teacher

positions, as in the previous two chapters, this chapter presents the results by factor. Where possible, each factor includes teacher and non-teacher experiences.

The changes experienced by the interviewees within the K-12 school system included changes in teacher roles, promotion positions, schools, and year levels; and between government and non-government school settings. These changes ranged from a simple pathway, such as Barry, to the diverse and complex pathway described in Steve's promotion journey in Section 13.1.2. The complex and interwoven career pathways experienced by the interviewees are illustrated in Figure 13.1.

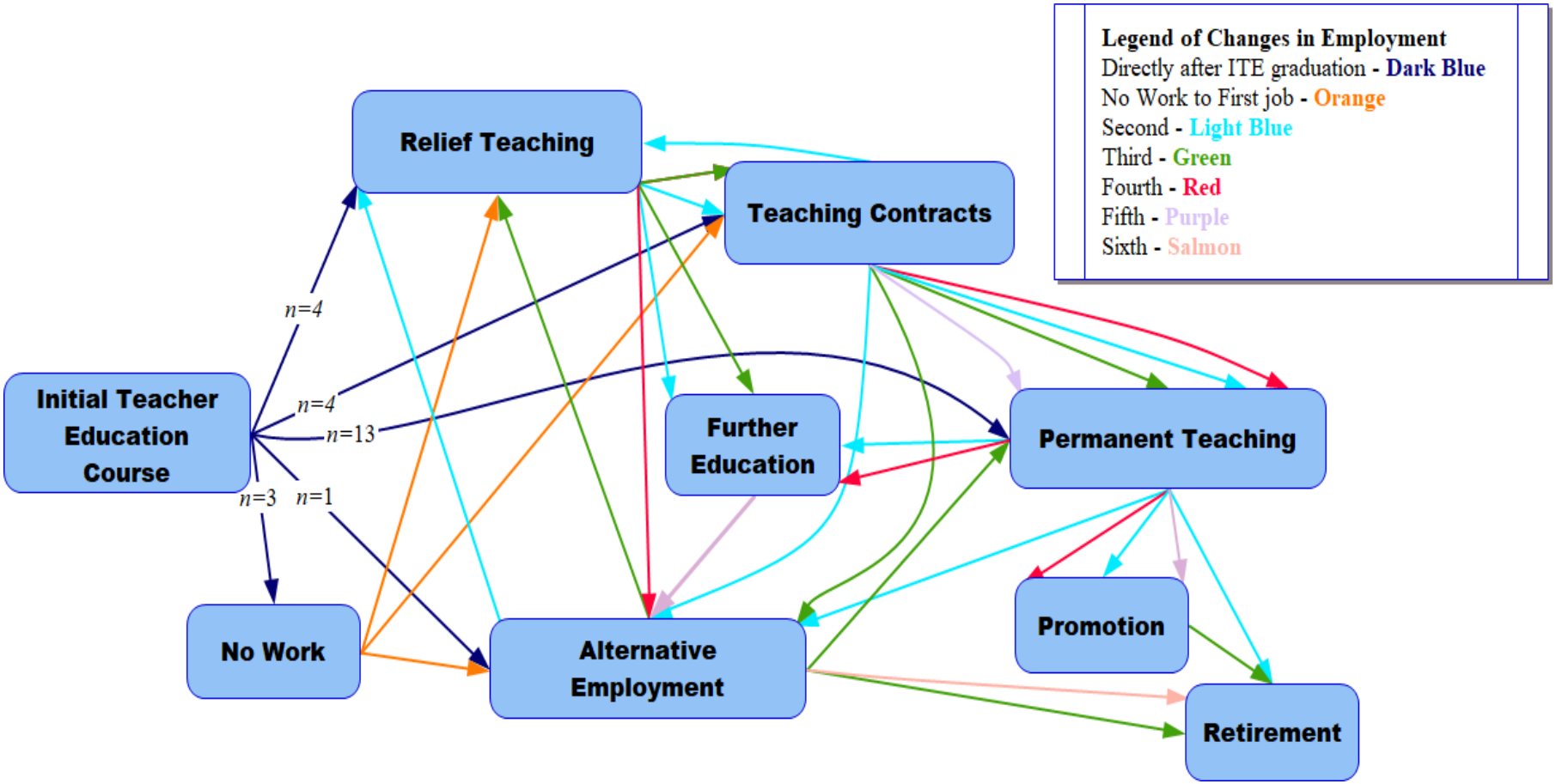

Figure 13.1. Career pathways experienced by the interviewees after graduation in Initial Teacher Education Courses.

Personal Factors that Influenced Changes within Occupations

13.1.1 Job Security

Teaching: It was evident from the data that the interviewees who graduated more recently tended to have initial teaching positions that were non-permanent, i.e., in casual, contracts, and relief teaching roles, as presented in Chapter 5. This type of entrance into teaching created a need for the graduates to change school locations, school types, and teaching roles before obtaining permanency. Since 2006, beginning teachers employed by the Tasmanian DoE have the option to become a Permanent Replacement Teacher when they have completed eight consecutive terms, as previously explained in Section 1.5.2. The permanency granted relates to employment status but does not ensure stability in a particular school or teaching role. There were 12 (48%) interviewees who entered the teaching profession through short-term contracts and/or through relief positions, eight of whom commented on changes made while obtaining permanency. For some, like Alex, the path was direct and relatively simple, with permanency gained through contracts at two schools over three years. Other interviewees held several contracts at one time, which were often conducted at different schools, and they found it difficult to obtain PRT status.

After leaving professional sport to teach in schools, Alex acquired some relief days at an urban school. This turned into several short-term full-time contracts over the remainder of that year. "I was pretty much there the whole year, but in shorter contracts but all full-time stuff." At the end of the year, the principal

of that school informed Alex that there were no positions available the following year. The principal emailed several principals of other schools and from this Alex received a full-time teaching position that became permanent. He stayed at that school for 4 ½ years. "So for me it was relatively simple but with support from principals and the assistant principals and things like that. … They [the first school] had people that cared."

Trudy obtained a full-time long-term contract teaching position in her first year due to a permanent teacher taking maternity leave. The first half of her second year, however, consisted mainly of relief teaching at several schools before she obtained another short-term contract. Louise experienced a longer entry into the teaching profession than other interviewees.

Louise had been offered contracts for 1 – 2 days at an urban school and another for 1 – 2 days at a rural school. "There was some chopping and changing within that year. Somebody else went on long service leave at Fagus School [an urban school] and I moved back." Louise received teaching positions mainly at these two schools for five terms but was then unable to find a contract for the 6th term, in which she conducted relief teaching. "This meant that I had a few weeks between contracts, which meant I had to start my permanency tenure from the beginning." The following two years were once again teaching on short-term contracts, mainly at the same two schools, plus a learning support position at a private school. Between these three schools she was able to establish a 0.8 working load, which she considered sufficient for financial and work-life balance. Louise also gained Permanent Replacement Teacher status.

The non-permanent entrance into the teaching profession was also seen in non-government schools, although the procedure was somewhat simplified. Paul began a part-time short-term contract at a non-government school, which shortly afterwards became a permanent position. He commented, “From there it quickly filled into a full-time job again.” He obtained full-time permanency at the non-government school during his second year—well before completing eight consecutive terms.

Non-Teaching: Non-permanent entry into non-teaching positions was experienced by the more recent graduates; however, they were considered more stable and secure than the non-permanent K-12 teaching positions. Damian, for example, considered casual research work and tutoring at the university more secure than relief teaching. He said, “The certainty of tutoring worked in terms of the timing and managing that in the light of the study was much easier. … I couldn’t really be available for relief and most of the time I had to say ‘No’.” After the completion of his PhD studies, his tutoring position assisted him in obtaining a lecturer’s position at the university. Louise also found working at the university as a part-time student support officer more stable than teaching. She was soon asked to increase her work-load at the university and the position evolved into a permanent position at a 0.8 (80%) workload. This gave her sufficient job and financial security, which allowed her to resign from her K-12 teaching position when her period of unpaid-leave expired.

13.1.2 Challenge and Promotion

Teaching: For the ITE graduates in K-12 schools, challenge and promotion were mentioned as important factors that instigated change in roles. Trudy, Christine,

and Steve all pursued promotion roles because they felt a need to be challenged. After about 10 years of classroom teaching, Christine, the interviewee who spoke the most passionately about becoming a K-12 teacher, began to take on senior roles that took her away from teaching in the classroom. The senior roles also involved experiencing different schools to increase her potential for further promotion. Of interest is that Christine's current role as assistant principal entails limited classroom teaching duties, despite this being her original passion. Trudy also felt a need to develop her career further when she returned to full-time teaching after teaching part-time while on maternity leave. She remarked, "I felt like my brain had turned to jelly … and felt out of touch being part-time, and having little kids, and being in and out of the school." She opted to complete her Master of Education and a Graduate Certificate while she was still teaching in the classroom. This gave her sufficient qualifications and experiences to obtain a leadership role as an acting AST teacher.

Promotions often became available for the interviewees due to changes in the number of school enrolments at a school, and as other teachers undertook more senior roles. This created a complex career pathway for some of the interviewees because it often required them to take up an acting senior role in the first instance while the occupant of that position was in another more senior acting position. The most complex of the interviewees' journeys to promotion was that of Steve. He changed from secondary to primary school teaching, worked in a non-teaching role, returned to classroom teaching, and changed schools 9 times in 10 years chasing a principal role before deciding to remain in a stable position as an Advanced Skills Teacher (AST). Although Steve admitted his career was "messy," "full of change," "negative," and "traumatic at times," he also acknowledged that he benefited through personal growth

and that professional learning opportunities were readily available in a teaching career.

Steve began his teaching career as a secondary teacher for six years before transferring to the primary sector. Steve obtained a teaching position in an urban primary school after holding an administration position for 3 years. At this stage, he had been in the teaching profession for approximately 12 years. Steve's promotion pathway henceforth is noted below in dot form because it becomes very complex.

- *Steve took on an acting AST position for three years when a senior teacher at this school took on an acting principal role at a different school.*
- *He then applied for and won an AST role in a small nearby primary school. (Although Steve obtained acting senior roles in nine different schools over the following seven years, he was still officially appointed as an AST to this school for the whole of that time.)*
- *He took on an acting principal role within six weeks of starting at the school while the principal was on long service leave. He continued in this dual role for a couple of years.*
- *He won another government funded assistant principal position, which was created to provide extra senior staff in schools that were low achieving in terms of NAPLAN data.*
- *He also performed the acting principal role periodically when required at this school. The acting principal position was not advertised as a permanent role because schools were closing and principals were being re-shuffled to fill other roles. Steve chose not to remain at this school when the new principal was appointed because he did not approve of his/her ethics.*
- *He applied for several assistant principal positions to no avail and was therefore marked to return to his AST role that had been held for him (as explained in the second dot point). Since this school was one of those that*

were closed, he was given an AST position at another urban school, which had high SES ratings.

- *Before taking up this role, he obtained an acting assistant principal position at a different school that had grown sufficiently during the holiday period to allow for an acting assistant principal. Later, when this position was formally advertised, he did not perform well at the interview and lost the position.*
- *He was then approached by a principal of a low SES secondary school to be acting assistant principal for a term. He accepted even though he had been in primary schools for some time.*
- *While acting, he continued to apply for principal positions in primary schools and simultaneously gained two acting principal positions, both in rural primary schools.*
- *Steve chose the smaller rural school, which had an enrolment of 50 students.*
- *He was keen to stay at this small school but when the principal, who was acting principal at another school, returned after not winning that position permanently, he had to relinquish his position. (Interestingly, if Steve had chosen the other school, he may have obtained the principal role on permanent basis because this principal won the position in which he/she was acting.)*
- *Steve was then given the assistant principal role in a small urban school. Ironically this position was to fill the position of the person who won the principal role of the smaller rural school where Steve had been acting.*
- *Once again Steve decided not to apply for this principal position when it was advertised because the school was under pressure to close and it was therefore "a really nasty political situation to be in."*
- *Steve decided, instead, to accept his permanent AST position at the school he was assigned to two years previously. (Although assigned this position, he had not as yet performed this role at this school, which meant his position would have been filled by someone acting in the role for the past two years.)*

By this time, Steve had been teaching for 21 years. Steve commented that because AST positions were not subject to transfers he could keep this position for the rest of his teaching career if he so desired. He was happy in this position and hoped to remain there for some time. "I look back at it now and I wonder how I managed to cope with all the change. You think a school is a school but ... I am fortunate to have the rich variety of experiences." He enjoys working alongside the principal on improving the school as well as having the opportunity to still work in the classrooms with the students. "I am really passionate about learning and teaching. I get the best of both worlds."

Unlike Steve and Christine, Trudy did not have to leave the school where she was teaching to fulfil her desire to gain a promotion. Trudy took on an acting role that became available at her school due to other staff movements. A year later the position turned into a permanent job with an increase in student enrolments. She remarked, "Then our school just got bigger really. So the AST job turned into an acting assistant principal and that gets advertised at the end of this year. Whether I get it or not …." As assistant principal, her classroom teaching load would have been reduced, as was Christine's.

To acquire a promotion in a non-government school, Sue felt she was required to take on additional roles such as supervision of extra-curricular sports. Although teaching middle school year levels at the time, Sue was promoted to Senior School House Dean where she was required to run house events for Year 11 and 12 students. These included "… house athletics, house performances, school fair contributions and whatever. I was doing that and I was master of the rowing team, so I spent every weekend over summer and including teaching time at Lake Barrington or down at Franklin."

Non-Teaching: The opportunity to undertake a challenge was a motivator for some interviewees to change roles in non-K-12 teaching positions. Clive left K-12 teaching for a senior role as head of an international school. He then furthered his career to that of a director of the International Baccalaureate program, and again to a Deputy Director General of the same school, eager for the challenges that the different roles offered. Neil also moved from the local university to an interstate lecturing position for a further challenge. Isaac held several administrative roles, such as writing policies, with the DoE after leaving K-12 teaching and enjoyed the challenge of these positions. As a further challenge after retiring from the DoE, he began his own educational consultancy business. Paul began his post-ITE career as a cleaner at a large hospitality centre but quickly worked his way to management through the roles of laundry assistant, house-keeping, steward, front of house, porter, service agent, switchboard, night auditor, to accounts clerk, financial controller, and finally to the writing of training manuals.

13.1.3 Personal and Professional Learning

Teaching: The opportunity to attend personal and professional learning encouraged some ITE graduates to move to different schools and accept new roles. Christine remarked that opportunities for professional learning workshops had increased considerably since she had begun teaching. Since these workshops were more readily available in the low-socio-economic schools, she changed schools to take advantage of such opportunities.

Christine's career aspirations changed after approximately 6½ years of teaching. "If you had asked me when I went to [a rural/remote mining school] what I wanted to do, all I would have told you was 'I want to be a classroom teacher.'" She thought the change was brought about by a change in teaching in general. "There is a lot more professional learning opportunities. It's [your potential for promotion] not seen as your time in a school, it's more seen about your skill base." Christine reflected that earlier in her career, "It used to be like, 'oh well you've done ten years so now you can have a go at the senior staff role'." She also noticed that there had been an increase in the number of leadership opportunities through new programs available in schools. "Like they have 'Raising the Bar' and 'National Partnerships' so they have created a lot of other jobs for people, not just your ASTs and your assistant principal jobs."

Non-Teaching: Personal and professional learning were not raised as career influencing factors by those in the non-K12 teaching positions.

13.1.4 Personal Skills and Attributes

Teaching: Personal skills and attributes influenced some of the ITE graduates to change teaching roles and move between schools. Comments from the interviewees relating to their skills and attributes included, "My aspiration was to teach at Paperbark College" (Isaac), "It's the whole thing about transferable skills" (Louise), "… my passion is travelling" (Neil), "I loved teaching maths" (Christine), "it suits my pedagogy" (Stuart), and a "… desire to learn more and grow" (Christine). Neil was the strongest advocate of change: "I've always been someone who has to move. …I like change."

Gender influenced school allocation of the interviewees, especially those who were on a studentship. Neil commented that males were often "sent to rural and remote areas" while females, especially those who had children, were allotted a school close to their home. Jenny, who studied while her children were young, confirmed this with her experiences because she was given schools close to her home. Steve, who did not study on a scholarship or studentship, was aware that he was able to change from secondary to primary teaching easily because he was a male and there was a perceived demand for male teachers in primary schools.

Poor interviewing skills resulted in negative changes for some of the interviewees because their shortcomings prevented them from remaining in the promotion positions in which they were acting. Jenny, Steve, and Isaac felt that they were competent in their acting senior roles but were not successful at winning the position permanently due to poor interviewing skills. Isaac, after working in an acting position for two years, was shortlisted for an interview. He commented, "I was highly regarded by the local superintendent and the staff were behind me … but I didn't get the job. Everyone was surprised, but you sort of take it philosophically. But it was damaging."

Non-Teaching: Personal attributes were factors in changing occupations in non-K-12 teaching positions, in particular the desire for change. Sarah held several jobs over her career, some of which required further education, because she liked change. She admits "I have a history of doing things and then move on to something else." Similarly, Neil desired change in his teaching and non-teaching roles. "Some of the changes I actually asked for because I like change…That is just how I was." Sharyn changed directions in her career after teaching overseas. "I had seen so many

wonderful things, travelled a lot, and I decided if you only live once, how do you know what you are good at unless you try a few things."

Personal skills were evident in changes in non-K-12 teaching positions held by the interviewees. Isaac's teaching skills allowed him to set up his own education and training consultancy business after working for the DoE for several years in administration employment. "I'm acting as a facilitator for a whole lot of national workshops that the Department of Education are running on trade training centres … in every major centre around the country. … I am doing what I really enjoy doing." Although officially retired prior to establishing himself in this occupation, he had already completed five years in this role at the time of the interview. Several of Paul's skills were utilised in his hospitality roles and opened up further doors. For example, when he was a porter, his computer skills allowed him to assist checking in guests during the busy times and that "opened up a new door to then work behind the desk as a service agent." His "auditor and mathsy" skills assisted him to move to an accounts payable role in the hotel.

[redacted]Social Factors that Influenced Changes within Occupations

The social factors that influenced occupational changes played a significant role. The social factors included *Colleagues*, and *Significant Others*. Social factors influenced changes in careers in a positive, forward direction as well as in a negative manner by creating a desire to escape personal tensions.

13.2.1 Colleagues

Teaching: Work colleagues, including senior staff, influenced changes in the ITE graduates' occupations. Christine was offered her first school and a promotion move through a recommendation from a colleague teacher. She indicated that the recommendation was given because of her love of mathematics and supporting other teachers. "I have really enjoyed supporting teachers [in mathematics] because then you've got a bigger impact." Steve acknowledged that the support he received from the teachers he met at moderation meetings assisted him to change roles and schools. One of the relocations Steve experienced was through his current principal's wife who was a principal at another school. "That is how it works. Then again, you do have to prove yourself to be OK. … It is all sort of networking, it's all sort of very close."

The avoidance of personality clashes with certain co-workers was mentioned during the interviews as a reason to relocate to other schools. Isaac, for example, felt that the senior staff at one school where he was appointed were not supportive of his teaching methods and therefore he asked to be released from that school. Stuart and Steve also asked for transfers to different schools due to incompatibility between themselves and other senior staff members.

Non-Teaching: As in K-12 teaching positions, work colleagues were important to ITE graduates obtaining non-K-12 teaching positions. Damian mentioned that, while still studying his PhD, his supervisors offered him a research assistant position in a research project related to his study. Similarly, Jackie obtained a research job through "meeting people at conferences." When she finished her PhD she contacted them and, by happenstance, they had work and asked whether she could

start work straight away. Sue changed job types from a property lease manager to an administration officer at an education institute after a friend informed her of a position that was to be advertised.

Senior staff impacted on changes in the careers of the ITE graduates in non-K-12 teaching positions. A change in ownership and management styles at the property management business where Sue worked created disequilibrium in her work and so she decided to find other employment. Paul had similar experiences when there was a change in the senior staff at one of the hospitality venues where he was employed. This change of staff created tension within the workplace and so Paul decided to find alternative hospitality employment. Robyn also resigned from a lecturing position due to the change in the collegiality among staff members. "There was increasing pressure from administration to do things I didn't want to do. The cooperation, and the collaboration, and the respect, and the mutuality all went." She obtained an online lecturing position at another university.

13.2.2 Significant Others

Teaching: Significant others, including family members, influenced the interviewees to change K-12 teaching roles. Steve's admiration for his Year 5/6 teacher had such a lasting impact on him personally that he decided to change from teaching in secondary schools to primary schools. Family members created the desire or need for changes in schools for six interviewees. For example, Emma moved to another state with her husband and consequently obtained another teaching position in a non-government school, in which she stayed for 5 years. Barry also chose to move to a school closer to his home and family. In contrast, because Neil had no family commitments he was expected to accept teaching positions in rural or remote schools.

Neil felt that there were definite prejudices against single people at the time he completed his ITE. "All the single people got the outlying difficult district schools." He mused that there seemed to be a "big spate of marriages in the last year of the [ITE] course," which he thought was somewhat linked to this rule. "If you were married they [DoE] would post you near your husband or wife." This usually meant that these ITE graduates would receive a school near one of the major centres.

The prejudice continued for some time in his career. After several years of teaching, Neil heard of a teaching position that was available in a remote mining town. He knew he would be asked to take on the position. When the DoE asked him to transfer to this school, he offered instead to teach at his preferred position at Grevilla School; a small remote island school. "I was told I was the first person to ever ask to go to Grevillia School."

Non-Teaching: Family was mentioned by those in non-K-12 teaching occupations as an influence to enrol in ITE but not in regard to changes among non-K-12 teaching roles and occupations.

Structural Factors that Influenced Change within Occupations

The structural factors reported in this section are those associated with organisational and systemic structures that affect ITE graduates' career choices to change occupations or positions. The seven sub-categories that arose from the data are *School Policies, School Structure, Government Policy – Cresap Report,*

Behaviour Management, *Work Health and Safety*, *Instability of K-12 Teaching Positions*, and *Travel*.

13.3.1 School Policies

Teaching: Some of the school policies of the Department of Education (DoE) created disequilibrium in the interviewees' careers. Merv, Maree, Neil, and Barry all commented that they transferred to different schools due to the DoE's transfer policies. The transfer policies, as explained in Section 11.4.2, meant that teachers could only be assigned to teach in a hard-to-staff school for a maximum of 3 years. Barry, however, reflected that the transfer policy rules change frequently, which resulted in him returning to Category A schools on several occasions. In contrast, it was this policy that encouraged Christine to take her original position in a remote school so that she would earn a transfer to an urban school after three years of teaching. The DoE transfer policy did not always result in transfers that seemed logical or desired by teachers. For example, Maree enjoyed teaching at a particular hard-to-staff, rural secondary school but was requested to transfer schools due to the DoE policy.

> *Maree had been teaching in a rural college for 12 years when she was informed that she had to transfer schools due to the new transfer policies. In doing so, she was able to obtain a position in a popular urban school. "I said 'If I was going to move I wanted to go to Hobart.'" So they moved me to Hobart, which didn't really make any sense as they had more trouble getting people [to teach] in the country areas." Moving Maree to this city centre also required the DoE to relocate her partner, who also taught in the same hard-to-staff government college.*

"They would have been much better off leaving my partner and me at Correa, because they had to move both of us, but no."

When she knew she was likely to be transferred again, she applied for and won a Commonwealth-funded position working in science curriculum support for government and non-government schools. This position was a promotion and therefore excluded her from future transfers. It also took her away from K-12 classroom teaching. "I was working with teachers and didn't have any contact with students." Although this position was for a limited time only, it was replaced with similar projects in a fixed location with little to no student contact.

The interviews indicated that when teachers in government schools took long service leave, they were transferred to a different school on their return. Barry had two sets of long-service leave and both times was given a temporary school placement on his return before receiving another permanent placement. Changing to different schools unsettled his teaching career to some extent due to all the different school policies. Similarly, after thirteen years of teaching Neil took leave without pay to travel overseas and when he returned the DoE transferred him to a different urban school, which was a Category A hard-to-staff school. In contrast, Isaac's request to transfer from a secondary school to a senior secondary school was denied by the DoE for several years because he was performing successfully in his current position. This however, occurred prior to the DoE's transfer policy.

Isaac asked for a transfer from teaching at a secondary school to a senior secondary school but his request was denied. He said, "I can still remember

walking across the court yard in the morning to my staff room and I had the feeling of apprehension." He continued to say that although the feeling "wasn't all that strong" he was contemplating the day ahead and the trials he was about to face with dismay. "I was thinking 'Is this really what I want to do?' … I wanted to be doing something where I felt really totally positive about it." It was some years later before he managed to obtain the transfer to his school of choice, in which he was satisfied.

Numeracy specialist roles created by the government to support students created changes in roles as well as relocation to a different school. Three of the interviewees won such roles. Alex reflected that such roles were available in "schools where the data [from the National Assessment Program – Literacy And Numeracy test results] said we were needed." Isaac also accepted another role developed through the implementation of a government policy, which required him to move schools. The role included helping to establish a community college combining TAFE, Adult Education, and Senior Secondary Colleges together under the one system. He enjoyed this position and said, "It was a really good public policy. It was just a disaster in terms of implementation." The closure of this position several years later required a further change of schools and roles for Isaac.

Non-Teaching: School policies, and other company policies, were not noted in the interviews as affecting changes in careers. It should be noted that this does not mean there were not policies that affected changes within other occupations, but rather this may be a consequence of the interview questions concerning changes in non-K12 teaching were not a priority at the time of the interviews.

13.3.2 School Structure

Teaching: Changes in school structure and size was a trigger for ITE graduates to accept new roles teaching within K-12 schools. The results indicate that the closure of schools caused a decline in the number of available senior roles, an expectation to teach subjects beyond teachers' specialisation, and a less permanent basis for teacher employment. As mentioned in challenges and promotion in Section 13.1.2, the growth in the number of students at Trudy's schools provided an opportunity for Trudy to obtain more senior roles. In contrast, when Merv graduated there was a reduction in student enrolments, which caused the closure of some of the smaller schools, restricting opportunities for him to gain a promotion and creating the expectation to teach other subjects.

When Merv finished his ITE studies, his DoE bond was reduced to one year. Merv felt this was because the DoE realised the effect that the birth control pill was having on school numbers. "All the big families were disappearing. Around Tasmania there were families of 10, 11, 12; this was disappearing now to 1, 2, or 3." He remembers several schools being established in Tasmania in the 1970s but this changed with the decrease in student numbers. "The last high [secondary] school to be opened in Hobart was in 1980. They [DoE] suddenly realised that enrolments were going to drop off—and they did. They went over a cliff." Merv reminisced that it was around this time that the DoE also stopped providing ITE studentships.

Merv, who had been employed in two other occupations before entering the teaching profession, reflected on the difference his entry into teaching made in his

career journey. Merv was aware other teachers of a similar age to him who graduated in ITE straight from school only had to do a minimum of six years before they could apply for their first promotion. "They got it because there were new schools opening up all over the place, and new positions coming up all the time." Although Merv had acted in senior roles for some years, school closures delayed his promotion pathway. He was 56 years old before he obtained his first substantive permanent senior position.

The reduction in student numbers also created discord in Merv's career when required to change roles. One school at which Merv was teaching was informed that they had to reduce staff numbers. Merv was advised by the principal that he would have to teach two extra topics, which were not his specialisation, as well as continue with his current teaching load. He added, "I told him I didn't want to do any of those subjects because I didn't know anything about them." Even though they were only small classes, Merv knew that teaching unfamiliar subjects would require him to be "up to midnight every night trying to get up with the content." The principal told him that he would be transferred if he did not take on two of the five subjects on offer. He vehemently stated, "I told him to transfer me; so they did."

The structure of the school system created the need for many interviewees to change schools to gain permanent promotion positions. As discussed in personal factors of challenge in Section 13.1.2, four of the interviewees in government schools were required to relocate to different schools, some on several occasions, to obtain a senior role. This is particularly noticeable through Christine's statements declaring she was advised to teach in several other schools "to show leadership skills in a

number of different settings." Not obtaining the acting position, as in the case of Maree and others, required other interviewees to return to their previous schools. Steve chased senior roles at 10 different schools over a period of nine years.

Non-Teaching: Relocation within non-K12 teaching occupations due to structure of, or systems within, the organisation was not apparent in the data generated apart from Paul. Paul was relocated due to the sale of a hotel in the group he worked for and again when he was seconded to an interstate hotel to write training manuals for that hotel. Other moves were noted, for example Sarah and Clive, but for different reasons. Sarah moved for personal reasons, and Clive for promotion.

13.3.3 Government Policy – Cresap Report

Teaching: State government policies played an important part in disrupting career intentions, according to the interviewees. Three of the eight retired interviewees mentioned the effect the Cresap Report had on teaching positions and roles. Cresap (1990), an interstate firm, "was commissioned to conduct an efficiency review of the Department of Education and the Arts" (p. 1) in Tasmania. The Cresap report stated that the review was initiated because the state government at the time considered they were facing "budgetary imperatives" (p. 2) and that reductions in resources were required, particularly in education.

Merv remembered that the in-coming government at the time "claimed that they had come into a budget catastrophe and that we [Tasmania] had no money." He said that this policy required 15% of teachers, nurses, and police to be retrenched. He added, "It was the first time I ever saw any of those three occupations retrenched." He reflected on the change that occurred after these staff

reductions were made. "The new teachers were always beginning on one-year contracts, or one-term contracts; this kind of thing. The whole thing became very fluid." He also noted that the nature of teaching changed after the release of the report. He confided, "the classrooms were larger. You had a wider range of abilities in the classroom, which included both intellectually and physically challenged students. So there were students in wheelchairs, and things like that." Merv considered that teaching as a whole had become "more demanding and more tenuous."

The Cresap Report (1990) was reported to impact on the casualisation of the teaching profession and the structure of classrooms by some of the interviewees who were teaching at the time. Isaac was an acting principal at the time the report was released and was therefore responsible for implementing the recommended changes at his school. He stated, "Pre-Cresap there were reasonably good class sizes that were manageable etc. Once you have lost 15% of teachers all the class sizes go up." He estimated that student numbers in classrooms increased by approximately a third. He also remembered the changes to "curricula and assessment, and … to special education; special needs children." This affected not only changes in teacher positions and schools, but also in the role of the mainstream classroom teacher.

Two of the interviewees reflected on the changes that were required with the integration of special needs children, who were normally schooled in a separate unit, into the mainstream classrooms. Jenny compared the support given for this massive change in role to when her school installed computers some years after. She said, "A staff member said to me 'How come I have to do a course to have a computer in my

room and I can have a student with special needs and have no training at all?"' This demonstrates the disequilibrium some changes created in ITE graduates' careers.

The results also implied that the teacher support and resource programs in general were reduced with the implementation of the Cresap report. This reduction provided less support for beginning teachers, and staff employed in these programs were required to return to teaching in classrooms. Jenny was one of the curriculum staff who was placed back into classroom teaching. This part of her journey was discussed in job availability in Section 12.5.4.

Non-Teaching: Government funding and policy changes impacted on career choices for the non-K-12 teacher participants. Government restructuring of the Teachers College, the College of Advanced Education, and the Faculty of Education created job changes for Robyn during the time she spent lecturing in ITE courses. She began with the Teachers College and was involved in the integration of this college into the Faculty of Education at the university.

13.3.4 Behaviour Management Issues

Teaching: Behaviour management issues in schools influenced ITE graduates to transfer schools, as well as to leave the profession as previously discussed in Section11.4.3. Katharine admitted that she did not continue to relief teach at a particular school due to the lack of behaviour management support at that school. She had not experienced poor student behaviour at the same school three months earlier while conducting her Professional Experience associated with her ITE course. Of interest, Alex obtained a teaching position at the same school a couple of years later and did not report problems with behaviour management.

Merv noted that a lot of teachers at a certain hard-to-staff school battled with behaviour management. At one school he heard certain teachers tell the students that they really wanted to be at that school. He then added, "…but actually, they wanted to get out of there as fast as they could. It was just such a hard place to teach." Movement due to behaviour management was also apparent in the difficulty hard-to-staff schools have had in finding teachers for their schools. This difficulty created a need for the transfer policies reported in Section 13.3.1.

Non-Teaching: Behaviour management did not appear as a factor relevant to non-K-12 teaching occupations.

13.3.5 Work, Health, and Safety

Teaching: Work, health, and safety issues were raised as a reason to change roles and a change in school by Merv. He was a Manual Arts Teacher of woodwork and suffered from health problems due to "the overexposure to wood dust" in this role. He was transferred to another school to teach Social Sciences, which required some adaptation. He said, "I had only taught Social Sciences in my early training." Later, when the working conditions of school workshops had been improved, he returned to teaching manual arts.

13.3.6 Instability of Positions

Teaching: Teaching was found to involve more changes than other occupations from the interviews. Three interviewees indicated that they were allocated to a particular school for approximately five years. Two other interviewees were teaching the same year level for 10 years. Barry, who remained as a classroom teacher throughout his entire career, could remember teaching at 10 schools during his 33 years of service with the DoE. The ITE graduates who studied through a

studentship, noted that teaching positions changed more often as their career developed. For example, Jenny, a kindergarten teacher, recalled teaching in three schools in the first 10 years and nine schools in the following 13 years. Her roles in the later 13 years, however, ranged from teacher to acting principal.

The lack of stability in teaching was also evident in the number of role changes that occurred. Sue, a more recent graduate, held a teaching position at a non-government school for 16 years although during that time taught different year levels, from Kindergarten to Year 6, and subject areas, such as mathematics, and physical education. Ailsa, another more recent graduate, was appointed to the same school for eight years; however, during this time she was assigned to teach different year levels from Year 3 to Year 6.

Non-Teaching: Non-K-12 teaching positions were considered more stable than teaching in classrooms by some interviewees; however, some instabilities within positions were raised. Paul held several casual roles within the hospitality service before establishing himself in a permanent role. He held several of these positions at one time and often worked long hours in overlapping these roles. He also changed hotels several times at the request of the hospitality group for which he worked.

13.3.7 Travel and Distance

Teaching: Transfers were requested by some of the interviewees to be closer to their home base. Barry requested a transfer back to an urban school each time he was transferred to rural schools by the DoE. Christine, also requested a move from a rural school to be closer to her home base. Unlike Barry, she was not requested to return to a rural school by the DoE. Neil, alternatively, offered to transfer to a remote

school on an island rather than be transferred to a rural school in western Tasmania, and Sharyn moved overseas to gain additional teaching experiences.

Non-Teaching: The distance travelled to work was a factor discussed in career choices in the non-K-12 occupations held in this study. Paul was living a distance away from the hotel where he was working and did not appreciate the long night drives required. He said, "I was living in the country; the night-time, kangaroos, and cold icy roads weren't over appealing." Other interviewees, in contrast, travelled interstate and overseas to take up employment opportunities in non-K-12 teaching positions. For example, Neil accepted a lecturing position in an interstate university to experience living in a large city, and Clive moved overseas.

13.3.8 Happenstance Events

As with factors that influenced participants to enrol and to leave K-12 teaching, happenstance events for changes within occupations usually came about by a change in structural factors at an opportune time and presented to the ITE graduate through colleagues. Happenstance events are, however, seen as more than just a structural or social factor of change by the participant; it is acknowledged by them as a serendipitous occurrence or a chance happening.

Teachers: Different K-12 teacher roles became available through happenstance events, through both social and structural, for the interviewees. For example, Isaac was asked to take on a class that was out of his trained specialisation. This subject grew in popularity to the point where he was teaching it full-time, after which he won a promotion to head of this department. Merv, in contrast to Isaac, did not accept an offer to teach in subjects other than those he specialised in and, in doing so, considered his career had better outcomes. "I didn't want to teach those other

subjects. I initiated that [change of school] myself. I reflect back on that decision from time to time, but if I hadn't gone to the other school, I wouldn't have done my PhD." His PhD evolved from events that occurred and social contacts made that were made in the new school.

Non-Teachers: As mentioned in the previous sections, colleagues and chance were related factors that assisted interviewees in obtaining different non-K-12 teaching positions. Damian and Jackie obtained non-K12 employment on completion of their PhDs through happenstance events. Damian's ideal lecturing position, which was related to his PhD study, became available at an appropriate time for him to apply. Jackie contacted a person she had networked with at conferences to register for a position and considered herself fortunate when told there just happened to be a position vacant. When Jenny was employed as a science curriculum officer, she was asked to present at an international conference. At that conference she met one of her past lecturers who offered her a chance to undertake a PhD candidature at an interstate university where he was lecturing. She said, "so I did the doctorate" although she had not considered this as a career option previously.

Happenstance events were evident in the interview in areas other than those related to PhDs. Paul was considering a job change from hospitality when a TAFE teaching position in hospitality became available "and I just followed that." Neil finished working at the interstate university due to a timely downsizing operation with the benefits of generous redundancy packages. He accepted the original lecturing position with the intent of staying for five years; however, his life circumstances had changed and he had therefore been employed at the university for seven years when the redundancies were offered. "I had been there long enough to get my pro-rata long

service leave … which meant that I could afford to retire early." He accepted the offer, retired, and travelled extensively.

Some interviewees commented that happenstance events were important to more than one of their career changes. Stuart, for example, stated "all of the jobs I have gotten, have been very much through word-of-mouth or [a] 'right place at the right time' sort of situation." Jenny also noted that many of the changes in her career, such as editing a primary journal for four years and lecturing at university, were "just opportunities that came along … and looked attractive."

Chapter 14

Discussion of Reasons for Career Changes

This chapter provides discussion on the results presented in the previous three chapters about the factors that influenced changes in the careers of the ITE graduates. The chapter also addresses Research Question 3: *What factors influence ITE graduates' decisions to leave or remain teaching in K-12 schools?* The discussion considers three sets of factors: personal, social, and structural. Happenstance events have been shown to be of importance in career changes, but since they usually involved a blend of structural and social factors, they have been discussed within these topics.

Personal Factors

Personal factors influenced the ITE graduates to accept positions in K-12 schools and non-K-12 occupations as well as change within these occupations. Personal factors were major influences on graduates' career choices to remain teaching in K-12 schools. The interviewees supported this by indicating that enjoyment of teaching and working with children encouraged even those who had no intent to teach to remain teaching in K-12 schools; other graduates reported turning down offers of senior roles to remain in the classroom. Job satisfaction was implied

with the majority of the ITE graduates indicating that they were in their preferred position, as presented in Chapter 6. These findings support previous research (e.g., Chapman, 1983) that posit job satisfaction and career happiness are factors considered by teachers who remain teaching in schools. Job satisfaction is also noted as a key element in career choices in the general workforce (e.g., Bassot, 2012). Mason and Matas (2015) include job satisfaction in their positive psychological capital of teacher retention and relate it to career resilience. Brownell and Smith (1993) note that job satisfaction occurs when all four of their suggested ecological systems (Micro-, Meso-, Exo-, and Macro-systems as discussed in Section 2.5.3), plus historical and external options, are in balance. Whether these systems were in balance for the participants of the present study was not within the scope of this study.

Teaching skills assisted the ITE graduates to obtain different teaching positions in K-12 schools as well as in other learning institutions. Other personal skills and interests gained during university studies, such as science and a passion for research, drew ITE graduates away from teaching in K-12 schools. A perceived lack of teaching skills, such as ability to think quickly and to plan sufficiently, also instigated change away from teaching in schools and into other occupations. Poor interview skills and a lack of courage to explore other options, however, interfered with promotion aspirations to obtain non-teaching roles in schools and beyond, thus retaining graduates as classroom teachers. The importance of teaching skills in teacher retention is acknowledged in Chapman's 1983 teacher retention model. Skills gained are also acknowledged as influential in career changes in general in the four capital framework (human, social, structural, and psychological capitals, as discussed in section 2.5.2, Mason & Matas, 2015), social learning and development theory (Krumboltz et al., 1976) career construction (Savickas, 2002), and the systems theory

of careers (Mason & Matas, 2015). This study has additionally identified that the personal recognition of a *lack* of skills can also influence career decision-making.

The desire for challenge and career advancement influenced some graduates to obtain promotions in non-K12 teaching roles, such as Vocational Education and Training (VET) tutors, and university lecturers, as well as other education related roles, including curriculum support, policy writing, and school principal. Some of these positions were still held within the DoE but conducted outside of classroom teaching. The desire for extra challenge also created changes within teaching roles, such as moving to senior roles with a teaching component.

The desire for change and to try new options was a factor to leave K-12 teaching, to change schools and teaching roles, and for changes within non-teaching occupations and roles. In some cases, this change required access to personal/professional development, which necessitated some teachers to change schools to access certain programmes. Further university education was conducted by some graduates while still teaching in schools, and in preference to K-12 teaching by others. Career advancement in the teaching profession for personal benefits has been reported in teacher retention literature (e.g., Spear et al., 2000) but not the advancement that occurs by leaving the profession. Furthering education rather than obtaining full-time work has been acknowledged as a career choice of mathematics graduates in Piotrowski and Hemasinha's (2012) study, but not previously considered as a career option for ITE graduates. This current study confirms that ITE graduates also undertake further studies in their post-graduate careers. Teacher retention studies focus on ways to keep ITE graduates teaching in K-12 schools and do not include alternative career pathways of further education or career advancement.

Personal characteristics such as age and gender played a part in career choices. Teachers and non-teachers of a senior age left their positions to retire. The majority of

the graduates who had retired prior to the study were not actually teaching in school classrooms at the time of retirement, and some of them continued working in casual non-K-12 teaching employment. Age is considered a problem for teacher retention because a third of K-12 teachers are over 50 years of age (McKenzie et al., 2014). The aging of the teacher cohort is partly due to the fact that ITE graduates include mature aged people and not just school leavers, as shown in this and previous studies (L. Kidd et al., 2015). The data also suggest that that the teachers were not leaving the profession at the expected retirement age as with those in other employment.

A few of the male graduates in this study considered they were more likely to be sent to rural schools than females but they also found the lack of males in primary schools made it easy for them to transfer from secondary schools. The low proportion of male teachers in Australia and Tasmania has been reported by Australian Bureau of Statistics (2014) but not the impact of this shortage in consideration of different genders. Gender issues in the teaching profession reported by the male teachers in Rice and Goessling's (2005) study, such as the potential sexual harassment and abuse complaints, and the perception that teaching is women's work, were not raised in this study by those still teaching or as a reason to leave by those who had left.

Stress was indicated in the survey as an important factor of consideration for those resigning from teaching in K-12 schools, and thus impacted negatively on K-12 teacher retention. Stress levels, especially those created through dealing with difficult student behaviour and teacher workload, influenced some interviewees to leave teaching, and a noted reduction in stress levels was experienced by those who transferred into non-K-12 occupations. Career resilience, in comparison, helped other ITE graduates persist with teaching in schools, even in difficult circumstances. Stress caused through working conditions has been well recorded for over a decade as a problem in the teaching profession for beginning teachers and experienced K-12

teachers alike (Howes & Goodman-Delahunty, 2015; Spear et al., 2000). This study found that work-related stress is still a problem.

Not being suited to teaching, the realisation of what teaching really involved, and recognition that they would have a more significant impact elsewhere, encouraged ITE graduates to re-consider their chosen career pathway and leave K-12 teaching. The acceptance of this mis-match of career choices after completion of the ITE courses was accompanied with a sense of guilt. This guilt emphasises the importance for ITE providers to promote other career options available to future ITE graduates if they, too, opt out of teaching in classrooms. The need for individuals to experience teaching in classrooms to confirm whether it is a desirable outcome for them, has been acknowledged by Andrews and Hatch (2002) in their argument that some teacher attrition is necessary to ensure effective teachers are employed. Creed and Hughes (2012) suggest that providing interventions to improve career strategies of students will develop their career confidence. One such intervention would be to provide ITE graduates with alternative career options that are attainable after graduating from an ITE course, which may reduce the guilt felt by those who wish to opt out of teaching.

Social Factors

This study also found that social factors played an important part in career choices of ITE graduates throughout their careers. Family impacted on career choices to enrol in ITE, to leave and remain in teaching profession, and to change schools in a variety of ways. Graduates with young children left teaching in K-12 schools because they found the work too demanding, and yet this was a factor for some graduates to initially enrol in ITE courses as discussed in Chapter 9. In comparison, supporting and being involved in their own children's school life was raised as a reason to remain teaching in schools. Partners who moved interstate created a need for some graduates

to change schools and roles, and also to leave teaching for other types of employment. A lack of family commitments, in contrast, allowed ITE graduates to experience schools in rural/remote areas. Recognising teaching in K-12 schools as a family friendly career arose as a factor by the majority of ITE graduates in the survey results in regard to remaining in teaching. Being a family friendly career, however, was not a significantly important factor. This is confirmed by the participants who had left teaching and who stated the family friendliness of teaching did not impact on their decision to leave K-12 teaching. Social factors, in the form of family, are not discussed within in teacher attrition models although Billingsley (1993) includes family in his personal demographic factors. This study supports the general career theories, such as the Kaleidoscope theory (Mainiero & Sullivan, 2005), that emphasises the importance of family and work-life balance when making compromises in career journeys.

Other significant people in the graduates' life such as colleagues, senior staff, friends, parents, and students were instrumental in influencing careers. Significant others provided entry into other non-K12 teaching positions, often through happenstance events, which resulted in graduates leaving K-12 teaching. Colleagues and past teachers assisted other graduates to obtain moves to different schools and switch year level roles. Past teachers also influenced the graduates to enrol as indicated in Chapter 9. Conflicts with senior staff were instrumental for some graduates to leave teaching, change schools, for moves in non-teaching occupations. The relationships formed with other teachers and students, in schools and at professional learning events, was established as an important for teacher retention. These relationships allowed the graduates to bounce ideas off each other, or, on other occasions, share responsibility of improving school with senior staff. Relationships with colleagues, senior teachers, and students, is well published in teacher retention

literature (e.g., Brownell & Smith, 1993; Mason & Matas, 2015). Kram (1996) emphasises the importance of work relationships in the development of the modern career because there has been a shift from individuals achieving independence to an interdependence within the organisation for improved task accomplishments, as noted in this study. The social networking in non-K-12 teaching positions supports career theories that declare the power of significant others in career decisions (J. Kidd, 2008; Patton & McMahon, 1999).

Structural Factors

The structural factors derived from the survey concerning the structural nature of teaching were considered the most important in the ITE graduates' decisions to leave K-12 teaching. These factors included workload, behaviour management issues, and low motivation of students, as well as stress. Poor student behaviour and poor behaviour management policies at schools deterred some of the interviewees from remaining in teaching, with some of them preferring alternative employment and others simply deciding to change schools. The individual factors of behaviour management and low motivation of students were also considered important factors when reflecting on leaving the teaching profession. In contrast, the structural nature of the teaching category of factors was the least important for those remaining teaching. Although workload was not deemed of high importance to remain teaching in K-12 schools, only half of those still teaching considered the workload reasonable. Structural factors, such as salary and a perceived lack of qualifications for other positions, kept some graduates teaching in schools even though they had explored leaving the profession. As with stress from workload, structural factors have been highlighted in teacher retention literature as a problem to be resolved for an extended time (see Dinham, 2013; Ingersoll, 2001). This study indicates that these factors still

remain a major consideration in the decision to leave the teaching profession. The lesser emphasis in this study on structural factors by those still teaching in K-12 schools also supports Spear and associates' (2000) claim that other factors outweigh structural factors by those deciding to remain in K-12 teaching. The affect that stress and workload play on both teacher retention and teacher attrition shows that the balance among factors is important, as suggested by Bassot (2012), and Mason and Matas (2015).

Government financial cuts, such those recommended in the Cresap report (Cresap, 1990), affected the nature of teaching and job availability by increasing class sizes, reducing the number of teachers, blending special needs children into mainstream classrooms, and reducing support and resource programs. The growth and decline of student numbers, closing of schools, availability of senior roles, and funding of specialist roles all affected teachers' careers because this increased the need for them to teach out of specialisation or/and transfer to other schools. Government funding for senior role projects, however, provided career advancement for some graduates, which took them away from classroom teaching for the period funded. The modification of careers was required by some graduates due to the Department of Education's transfer policies. Some graduates chose to leave teaching for more stability of location in employment location and those who remained experienced moves to different schools. This study exemplifies that economic and institutional factors affect employment factors, which together create a need for re-consideration of career choices, as suggested by Billingsley (1993). Likewise, Mason and Matas (2015), in their four capital framework of teacher retention, acknowledge that individuals re-assess their careers due to departmental policies and the nature of the role held.

The structure of the school year, with longer holidays than most other occupations, and the start and finish time of school were included as reasons to remain teaching for the majority of the graduates, although not ranked of high importance. The long holidays were noted as necessary recovery time from the stress and workload of teaching, and it was recognised that people would not become teachers to take advantage of the extended holidays. Noting school holidays as a factor supports the argument by Mason and Matas (2015) that structural capital, in the form of employment conditions and the nature of the role, impacts on teacher retention. Structural and institutional aspects are also noted to affect teacher attrition by Brownell and Smith (1993), and Billingsley (1993), and to shape career choices in the general workforce by Savickas (2002), and (Patton & McMahon, 2014).

The non-permanent entry into the workforce also created changes within occupations for those teaching, in school location and types, and teaching roles; and for non-teaching positions as changes in roles and additional positions. Insufficient K-12 teaching positions was a problem for those seeking such positions. The non-permanent non-teaching positions were considered more stable in contrast to similar positions in classroom teaching, creating disequilibrium in the K-12 teachers' careers. The non-K-12 teaching positions often became permanent and therefore the ITE graduates did not return to teaching. The casualisation of and non-permanent entry into teacher employment have transformed the nature of teaching as demonstrated by the longer serving members who experienced less change in where they taught in the early part of their teaching careers than in the latter stages. In juxtaposition, the availability of positions through happenstance events created opportunities for graduates to either become teachers in K-12 schools, to leave classroom teaching and take up other employment, or to relocate to a different school and/or role. The workforce in Australia, and in particular Tasmania, is becoming more non-permanent

(ABS, 2008), and, as this study shows, affects the retention of teachers in K-12 schools. The growing prevalence of non-permanent employment experienced by the ITE graduates in this study supports Baruch's (2004) argument that modern careers are fluid rather than the more structural traditional careers. The lack of positions mentioned in this study suggest that there was an oversupply of teachers, as previously reported (e.g., L. Kidd, 2010; Productivity Commission, 2012), and yet other ITE graduates were teaching in roles outside of their trained specialisation, as noted in other studies (e.g., AEU, 2006; Hughes, 2012). This indicates an oversupply of teachers in general and a lack of teachers in specialised fields, and/or, perhaps, an ill-fitting placement of teachers in schools.

The availability of professional development was an incentive to remain in K-12 teaching roles, as was the variety of challenges experienced through teaching at different schools and the characteristics of the students. This supports Mason and Matas (2015) who acknowledged that opportunities for continuing professional development was important in teacher retention, as human capital. The challenges experienced included teaching non-English speaking students, the behaviour of students, class sizes of the schools, and the location of the schools. Other factors that created variety in teaching were the addition of computers into every classroom, and the fad for certain subjects that led to new senior role opportunities. The rural location of schools, and other non-teacher employment venues, generated variety for some graduates. The diverse roles undertaken by ITE graduates in K-12 teaching and other occupations supports Bassot's (2012) argument that careers contain a variety of opportunities, challenges and barriers that form part of the career decision-making process.

Concluding Remarks

Personal, social, and structural factors influenced ITE graduates' career choices to leave or remain in K-12 teaching. These factors also influenced changes among and within the positions held. Job satisfaction was important for those who remained teaching, and stress was noted by those leaving K-12 teaching. Social and structural factors created happenstance opportunities for the graduates to accept or decline. The graduates were not necessarily looking for an avenue to leave teaching when these opportunities arose, although some graduates welcomed the chance to leave, or make changes within K-12 teaching. There was a tendency for the more senior ITE graduates to continue working beyond expected retirement age, but not as classroom teachers. The factors that influenced the ITE graduates' careers were constantly changing, creating disequilibrium in the chosen career pathway. The ITE graduates self-reflected on the changes and re-assessed their options. Career plans evolved with the changes in personal, social, and structural factors and at times were re-directed before the planned outcome was reached.

Chapter 15

Conclusion, Implications, and Recommendations

In this chapter, the *Individual Career Environment* and *Reflexive Career Cycle* are conceptualised from the three discussion chapters (Chapters 7, 10, and 14). The *Individual Career Environment* highlights the interwoven and complex nature of the factors that influence ITE graduates' career choices and outcomes. The cyclical process of career decision-making throughout the graduates' working life creates multi-directional, fluid, and dynamic careers, which is captured in the *Reflexive Career Cycle*. Combined, the *Individual Career Environment* and *Reflexive Career Cycle* provide a model for understanding the career journeys of the ITE graduates. This allows a holistic approach to the ITE graduates' career pathways, rather than focusing solely on the factors that influenced the ITE graduates to enter, remain, or leave the teaching profession at different stages of their careers. In addition, this chapter discusses the implications and recommendations that arose from this research, the limitations and constraints of the study, and suggestions for future research.

The Individual Career Environment

The changes experienced by the ITE graduates in this study included new roles and new occupations, and these changes occurred throughout their working lives. The

majority of the teacher retention literature, however, is founded on the assumption that ITE graduates have and want to have a single focused career in teaching in K-12 schools, which aligns with the designated purpose of such ITE courses. The continual change in employment positions and roles experienced by the graduates was reflective of career development theories, such as career learning and development theory (Bassot, 2012), that recognise that careers develop throughout the individuals' life.

Personal, social, and structural factors influenced the ITE graduates' career choices throughout their careers, and these factors were complex and interwoven. Personal factors included attributes that were associated with the characteristics of the individuals themselves, such as personality traits, lifestyle, stress, and an appetite for challenge or change. Social factors concerned relationships, both personal and within the work environment. This included relationships with students, senior staff, and significant others. The structural factors were outside influences, such as the school's organisation, government policies, and geographic locality. The majority of the literature reviewed for this study reported intrinsic (e.g., Ashiedu & Scott-Ladd, 2012) and interpersonal motivations (De Cooman et al., 2007) for enrolling in ITE courses, and extrinsic motivations (e.g., Dinham, 2013) for leaving the profession. Studying the whole of the career journeys of the ITE graduates expanded on these findings and highlighted that some of the factors in each of the three factor categories were influential throughout the graduates' career, (for example, personal attributes), while others arose only in the early or late stages of the career (such as parental influence). The factors found to influence career choices for each stage of the career from the survey and interviews are listed in Table 15.1.

Table 15.1

Personal, Social, and Structural Factors that Influenced Initial Teacher Education Graduates' Career Choices

Decision point	Personal Factors	Social Factors	Structural Factors
To enrol in ITE courses	Desire to teach (I) Desire for further education (I) Lifestyle (I) Previous experiences (I) Family commitments (I) Intrinsic motivations (I, S) Personal attributes (I, S)	Significant others – parents, students, teachers (I)	Distance (I) Career compromise (I) Financial assistance (I) Career pathways (I) Happenstance events (I) Nature of Occupation (S) Lifestyle – Structural (S) Life restrictions – Structural (S)
To leave teaching in K-12 schools	Stress and health issues (I) Challenge and promotion (I) Further education (I, S) Personal skills and attributes (I) Intrinsic motivations (S) Career – Personal (S) Lifestyle – Personal (S)	Family members (I) Work colleagues and friends (I) Happenstance events (I) Social networks (S)	Job availability and security (I) Government policies and school procedures (I) Student behaviour management (I) Location (I) Happenstance events (I) Nature of occupation (S) Career – Structural (S) Work conditions (S)
To remain teaching in K-12 schools	Career happiness (I) Career resilience (I) Enjoyment of working with children (I) Personal attributes (S) Job security (S) Intrinsic motivations (S) Career – Personal (S)	Teachers and students (I) Family (I)	Structure of school year (I) Professional learning opportunities (I) Variety in schools (I) Job availability and security (I) Cessation of government funding (I) Nature of occupation (S) Career – Structural (S)
Changes within occupations	Job security (I) Challenge and promotion (I) Personal and professional learning (I) Personal skills and attributes (I)	Colleagues (I) Significant others and family (I)	School policies (I) School structures (I) Government policies (I) Behaviour management issues (I) Work health and safety (I) Instability of positions (I) Travel and distance (I) Happenstance events (I)

Note: (I) Factors that arose from the interviews

(S) Factors that arose from the Initial Teacher Education Graduate Survey

(I, S) Factors that arose from both interviews and survey

In keeping with grounded theory methods, the data analysis process involved reviewing the related literature on a continual basis (Charmaz, 2014). During this review process, the three categories of influential factors arising from the data for this study were cross-referenced against those posited in previous literature, to demonstrate how the factors found in this study aligned with previous theories. For example, Mason and Matas's (2015) four capital framework was cross-referenced to the personal, social, and structural factors formed in the study. Human capital, which included education, and positive psychological capital, which included personal attributes, aligned with the personal factors of this study.

A summary of the literature is presented in Table 15.2 in two sections to correspond with the literature review presented in Chapter 2. The table attempts to demonstrate the alignment of the constructs from the other theories with the three sets of factors determined from the research in this study. Some of the constructs from the previous research, such as those by Billingsley (2004) and Mainiero and Sullivan (2005) did not include social factors. Previous research, therefore, does not seem to capture the full picture of career influencing factors since social factors were found to be, in this study, as important as other factors. Other research concentrated on particular aspects of careers, such as personal development (Savickas, 2002) or life stages (Super, as cited in Phillips & Pazienza, 1988), rather than more broadly over the whole career as acknowledged in this study.

Table 15.2

Cross-referencing of Influential Factor Categories with Teacher Retention and Career Development Literature

Author/s	Theory or Model	Personal Factors	Social Factors	Structural Factors
Section 1. Teacher Recruitment and Retention Literature				
Billingsley (2004)	Model of Influences of Teachers Career Choices	Personal factors Career decisions		External factors Employment factors
Brownell and Smith (1993)	Ecological Model of Influences on Teacher Retention	Historical factors Job satisfaction Commitment External personal factors	Microsystem Macrosystem	Microsytem Exosystem Macrosystem
Chapman (1983)	Influences on Teacher Retention Model	Personal characteristics Teacher training and early teaching experiences Career satisfaction Professional and social integration into teaching	Professional and social integration into teaching	Teacher training and early teaching experiences Professional and social integration into teaching
Mason & Matas (2015)	Four-capital Framework for Teacher Retention	Human capital Positive psychological capital	Social capital	Structural capital
Section 2. General Career Decision-making and Development Theories				
Gottfredson (1981)	Career Circumscription and Compromise	Undesirable careers		Availability of career
Super (cited in Phillips & Pazienza 1988)	Life-span Theory	Roles played by individual throughout life		
Mainiero and Sullivan (2005)	Kaleidoscope	Authenticity Balance		Balance Challenge
(Krumboltz et al., 1976)	Social Learning and Development Theory	Genetic Learning experiences gained through own actions Task approach skills	Learning experiences though others' behaviours	Environmental conditions and events
Krumboltz (2009)	Happenstance	Actions initiated by individual	Factors beyond individual's control	Factors beyond individual's control
Lent et al. (1994)	Social Cognitive Career Development	Self-efficacy Outcome expectations		Structural

Table 15.2 continued

Author/s	Theory or Model	Personal Factors	Social Network Factors	Structural Factors
Bassot (2012)	Career Learning and Development Theory	Individual needs Internal factors Career happiness/resilience	Career advisors	Society needs External factors
Bright and Pryor (2011)	Chaos Theory	Construction Complexity Change Chance	Chance	Complexity Change Chance
Savickas (2002)	Career Construction	Development of self Stages of career growth		Shaped by society and its institutions
Patton and McMahon (2014)	Systems Theory Framework of Career Development	Individual abilities	Significant others Chance opportunities	Environment and institutions Time Chance opportunities

The three categories of factors found to influence an individual's career, personal, social, and structural, have received extensive discussions. The term *Individual Career Environment* has been introduced to define the collection of these factors at play in the individual's career environment, and which may impact on the ITE graduates' decisions throughout their career journeys. The career environment also blends the other teacher retention and career development theories and frameworks into one simple representation, as illustrated in Table 15.2.

The *Individual Career Environment* complements and is closely aligned with Patton and McMahon's (Patton & McMahon, 2006, 2014) systems theory framework of career development (see Figure 2.6). The systems theory framework acknowledges the impact of personal, social, and structural factors on career choices but differs because it is based around the individual environment rather than in the career environment. Patton and McMahon's systems theory also has no connectivity between the factors and does not have a teacher education context. The *Individual Career Environment* connects the groups of factors to the career environment, illustrates how the factors interact and impact on the individual's career as it evolves over time. It was developed with data generated by ITE graduates.

The systems theory framework of career development (Patton & McMahon, 2006), illuminates the importance of happenstance events as a separate influence, as does the chaos theory of careers (Bright & Pryor, 2011) and the happenstance learning theory (Krumboltz, 2009). Although happenstance events were shown to impact on careers in the current study, it was also evident that these events were created by changes in social and/or structural factors, and therefore did not need to be considered as a separate factor group.

The Individual Career Environment representation is presented in Figure 15.1. The “yin-yang” style borders dividing the factor groups in the representation indicates the interwoven and complex relationship among the three factor groups. These groups of factors are not weighted, with each playing importance at different times within the career journey. The individual factors in each of the three groups of factors impact on careers differently for each individual and at different stages of the career.

The dynamic impact the factors had on the *Individual Career Environment* for the ITE graduates is evident in the variety of choices that were made, which led to multi-directional and diverse career pathways. For example, structural factors, such as policy changes, affected career changes in terms of school transfers and changes in teacher roles, and preferences for non-classroom positions and alternative occupations. The potential for continual change also confirms the dynamic and fluid nature of the modern career. The data inferred that the fluid career was particularly exacerbated by the instability and uncertainty experienced by the ITE graduates due to the casualisation of the workforce.

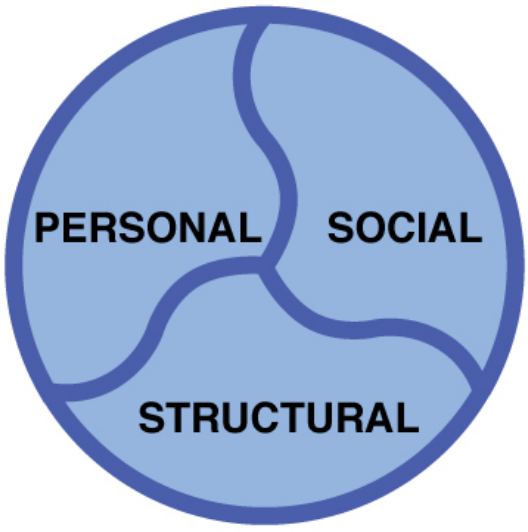

Figure 15.1. The Individual Career Environment

The relationship among the factors is interwoven and complex because a change in one factor may lead to change in another factor, or impact differently depending on other circumstances. Take, for example, the structural factor of location and the contrast between Christine's, Emily's, and Marie's stories. Christine was willing to re-locate to a smaller city to study her preferred ITE course (personal – desire to teach) and then again to a rural school to obtain permanent teacher employment (personal – desire to teach). Emily followed her desire to study ITE and completed one year of teaching without the need to re-locate but stated that she would not have moved, if the need arose, for family reasons (personal – family reasons). When Maree was asked to transfer schools for the second time because of the DoE's transfer policies (structural – school policies), she decided to apply for a promotion in a non-classroom position (personal – challenge and promotion). Although there were structural factors at play in Christine's career, personal reasons influenced her career choice to continue teaching. In contrast, structural factors did not impact on Emily's early teaching career because she was able to study and teach for a year without relocating. Personal factors, however, would have prevented Emily from re-locating if the need arose. The example of Maree highlights that her first relocation was for structural factors but the second time, she chose to leave K-12 teaching rather than re-locate a second time. Bright and Pryor (2011) draw attention to this complexity in their chaos career theory. They noted that small changes in personal or structural factors may create an extreme change in a career, whereas a large change may not have any effect at all on career direction.

Happenstance events often occurred due to the interwoven relationship between structural and social factors. This study revealed that, on many occasions, a structural change and/or an offer from a significant other person provided a

happenstance career opportunity for the ITE graduates to accept or decline. This confirms the occurrence of happenstance events in career choices, as raised by Bright and Pryor (2011), Patton and McMahon (2014), and Krumboltz (2009). Since the happenstance events were created through a change in social and structural factors, they were not considered as a separate identity in this study.

Reflexive Career Cycle

The continual changes and constant re-considerations that occurred in the ITE graduates' *Individual Career Environment* produced a cyclical career decision-making process, in which the career evolved. In contrast to a perhaps out-dated assumption that ITE graduates would enter K-12 teaching and remain there, the cyclic process reflects a reality for many ITE graduates who experienced a number of changes in their careers. The Reflexive Career Cycle was formulated from the interview data to model the career decision-making processes of these ITE graduates. "Reflexive" is defined as "a mental action, process, etc., turned or directed back upon the mind itself; involving intelligent self-awareness or self-examination" (Reflexive, 2017, 2a). The ITE graduates became aware of the changes as they occurred in their career environment and self-examined their situation. Changes in the *Individual Career Environment*, such as deteriorating relationships with other staff members, created a state of disequilibrium that required the ITE graduates to reflect and re-consider their career choices. The emergent process of creating a career evolved through these unpredictable changes in a cyclical manner.

The *Reflexive Career Cycle*, illustrated in Figure 15.2, consists of six main stages.

1. Changes in the Individual Career Environment

2. Zone of disequilibrium and reflexivity
3. Agency and decision-making phase
4. New role or keep status quo
5. Change to the Individual Career Environment
6. Zone of career equilibrium

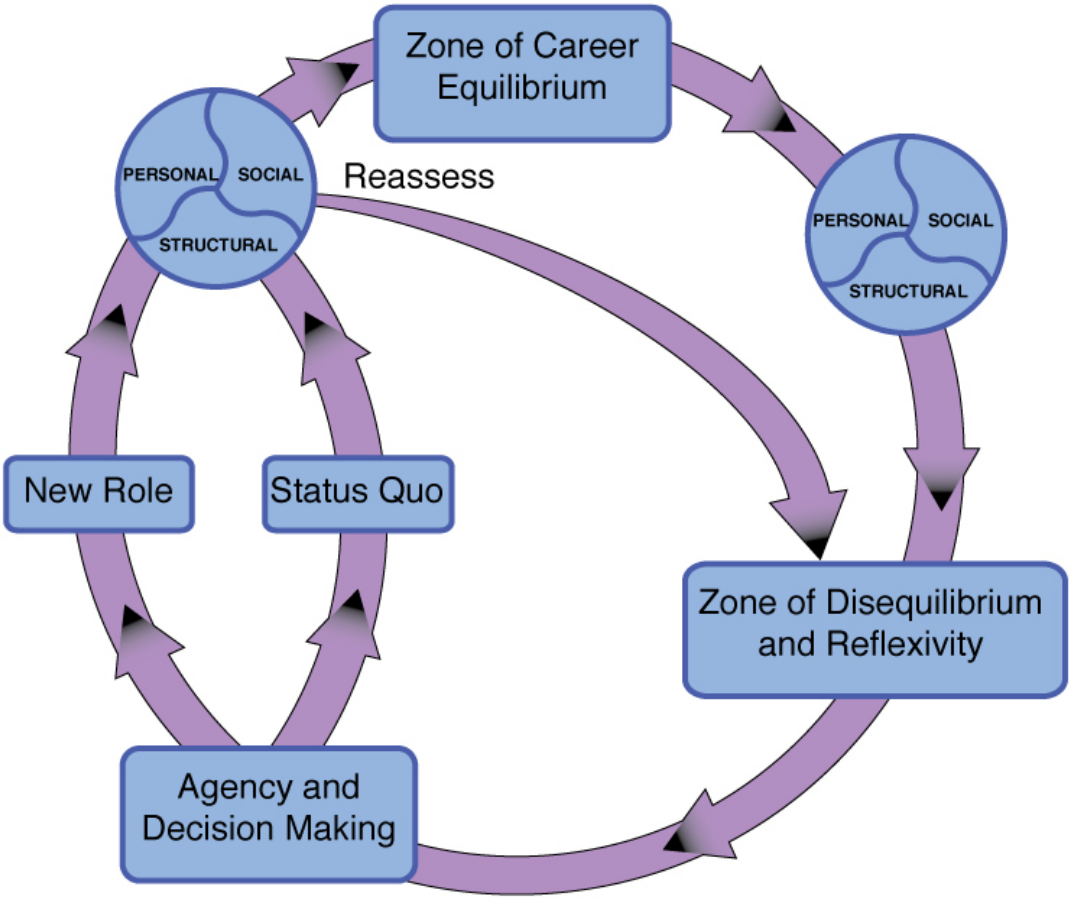

Figure 15.2. The Reflexive Career Cycle

First, the career journey is disrupted when changes, or potential changes, in the *Individual Career Environment* occur and create a need for re-assessment of the career. The individual becomes aware of the change and enters the second stage, the zone of disequilibrium and reflexivity. This zone is where a self-reflexive awareness

of the situation and preferred career outcomes are considered, along with any consequences of the possible changes. This zone incorporates the quest for a balance between individual and societal needs, internal and external factors, and career happiness and resilience. The impact of the imbalance between needs and factors in careers have been noted in previous research (e.g., Bassot, 2012; Mason & Matas, 2015).

The third stage, the agency and decision-making phase, is where the decision-making process is finalised by the individual once the impact of the possible changes has been considered. Although not all factors that create the disequilibrium in the career are in the individual's control, the individual has agency and the power to accept or change roles. The importance of agency is expressed by Babbie (2016a, p. 24), "There is more power in assuming you have it, than in assuming you are a victim of circumstances."

The fourth stage is taking on a new role or the acceptance of the adjustments that occurred to the *Individual Career Environment* that caused the original disequilibrium within the career. The changes made in the fourth stage then move the career cycle to the fifth stage, where adjustments are made to the personal, social, and structural factors to restore balance in the career journey. Structural factors that impact careers are usually changes in, or result from, school and government policies; however, some factors, such as changing schools, can be decided by the individual. The career pathway may or may not have undergone significant changes depending on the decision made. The cycle then returns to the zone of equilibrium, the final stage, where the career is restored to a point where career happiness and career resilience are sufficiently balanced to create harmony in the career environment. Re-assessment of the changes made may be required before the career environment is in

total equilibrium. These stages are re-visited when there is further change in the *Individual Career Environment*, creating the reflexive cyclical nature of the ITE graduates' careers.

The relationship between the *Individual Career Environment* and the *Reflexive Career Cycle* and how they interact in the ITE graduates' careers can be exemplified from the data. Sue's career shows constant changes between occupations and Barry's career highlights the cyclical pattern involved in subtle career changes. A small part of Ailsa's teaching career is also provided to demonstrate the status quo aspect in *Reflexive Career Cycle* created through make changes in the *Individual Career Environment* rather than moving to a new role.

1. Sue had a desire to teach while in Year 11 but did not feel ready for university on completion of her schooling (Personal factor – *Individual Career Environment*). She also wanted to explore other options to ensure she was suited to teaching in schools (zone of disequilibrium and reflexivity). She decided to enter the banking profession because they were offering training positions (agency and decision-making). Sue accepted the position (new role) and enjoyed working in this occupation (zone of career equilibrium). She worked in this role for several years before she felt ready to enrol at university (change in personal factors – *Individual Career Environment*). Reflecting on her self-efficacy in her banking career (zone of disequilibrium and reflexivity), she enrolled in accounting instead of ITE (agency and decision-making), but she "failed miserably." This led Sue to re-assess her situation and re-enter the Zone of disequilibrium and reflexivity. Sue acknowledged that she knew she "needed to be a teacher" (agency and decision-making) and therefore enrolled in the ITE degree (new

role). This change placed her back into the zone of career equilibrium because she "loved working with people and was drawn to children." The *Reflexive Career Cycle* was re-addressed several times while she was teaching in K-12 schools creating minor career changes. The cycle was also revisited when her career environment changed unpredictably due to health issues, and she decided to leave teaching, and again when confronted with staff conflict in the new role.

2. Barry was the only interviewee who went directly from K-12 school to study ITE and remained in the classroom until he retired. Although no extreme changes occurred in his career, the *Reflexive Career Cycle* created by changes in the *Individual Career Environment* was still evident. Barry enrolled in ITE for family (social factor – *Individual Career Environment*) and financial (structural factor – *Individual Career Environment*) reasons. Once teaching (new role), he was in the Zone of Equilibrium because he was teaching the year level for which he specialised and was content with the school he had been allocated. After several years, however, he found that the location of the school (structural factor – *Individual Career Environment*) was less convenient and the required travel (structural factor– *Individual Career Environment*) too demanding (personal factor – *Individual Career Environment*). This change led to a dissatisfaction in his career (Zone of disequilibrium and reflexivity) and he therefore decided (agency and decision-making) to ask for a transfer (new role) to an urban school closer to his home base (structural factor – *Individual Career Environment).* The DoE's transfer policy (structural factor – *Individual Career Environment*),

affected Barry's *Individual Career Environment* on several occasions, especially after taking long service leave, requiring him to re-assess his career choices on several occasions. Student behaviour (social and structural factors – *Individual Career Environment*) also impacted (zone of disequilibrium) on his decisions (agency and decision-making) to re-locate schools (new role).

3. Ailsa, once teaching, also experienced changes in roles. Of particular interest in relation to the *Reflexive Career Cycle* were her decisions to remain teaching in the same position she was in even after realising she was ready for a change. Ailsa admitted that she was in the zone of disequilibrium and reflexivity and was searching for new and challenging employment (personal factors – *Individual Career Environment*) after 10 years of teaching in K-12 schools. Her decision (agency and decision-making) to remain teaching in her Year 6 position (status quo) was her commitment (personal factor – *Individual Career Environment*) to see the school year out with the students in her class (structural and social factors – *Individual Career Environment*). Her commitment took priority over her need for challenge and, therefore, her *Individual Career Environment* changed, and her career was in the zone of career equilibrium again. Ailsa also acknowledged that, at times, career resilience (personal factor – *Individual Career Environment*) impacted on her decision (agency and decision-making) to remain teaching in the classroom (status quo) when the student behaviour (social and structural – *Individual Career Environment*) was affecting her career equilibrium.

These examples demonstrate that individual career evolution is influenced by changes in the *Individual Career Environment* and the sense of career equilibrium. Rather than predicting a traditional direct career pathway for ITE graduates to teach in K-12 schools, the *Reflexive Career Cycle* posits that careers evolve in an interwoven and complex manner through an emergent process created by changes in personal, social, and structural factors. The cyclical nature of career decision-making forms a multi-directional, fluid, and dynamic career journey containing diverse roles and positions. The multi-directional pathways of the individuals and the diversity of roles held were a product of the fluid and dynamic nature of the ITE graduates' careers. The fluid and dynamic nature of careers, and of teaching in general, are influenced by changes in the career environment—personal, social, and structural factors.

The *Reflexive Career Cycle* is an important addition to the literature on teacher retention. It impacts on previous literature because it demonstrates the evolving nature of the ITE graduates' careers, whether or not they remained teaching in K-12 schools. The career cycle of K-12 school teachers progress as changes in the *Individual Career Environment* occur. These changes often create a sense of disequilibrium in the teachers' career, and therefore the decision to remain or leave is considered. Depending on the decision made by the individual, the K-12 teacher will respond by adapting to the new conditions or undertaking a new role, within the school system or in other employment.

The *Individual Career Environment* and the *Reflexive Career Cycle* also expands on general career decision-making and development theories by providing a representation of what people experience during the whole of their career journeys. The *Individual Career Environment* establishes that certain factors, those of a personal, social, and structural nature, impact on an individual's career journey.

Although some of the factors that create change are of a structural nature, and therefore out of the control of the individual, it is still the individual who decides what impact that this change will make to their career and which future career pathway he or she will follow. The *Reflexive Career Cycle* elaborates on this career environment further by representing the disequilibrium created by the changes in the *Individual Career Environment* and the reflexive action taken by the individual when reviewing their career. From this reflexive process, career decisions are made and new roles or changes in attitude are established. The career then evolves through the changes made in the *Individual Career Environment* to bring the career back to a state of equilibrium.

Implications and Recommendations

The *Individual Career Environment* and *Reflexive Career Cycle* have implications for the key stakeholders of the ITE courses such as ITE course providers, ITE graduates, and the educational school system, as well as society in general. These implications are discussed under the headings of teacher attrition, teacher retention, oversupply and undersupply of K-12 teachers, and marketing the benefits of ITE courses in non-K-12 teacher employment. These topics were raised as problems in the literature review.

15.3.1 Teacher Attrition

The traditional concept of teacher attrition is presented as a problem because of the time and money involved in training K-12 teachers and inducting the graduates into K-12 schools, as well as the world-wide shortage of teachers (e.g., Ingvarson & Semple, 2006). Teacher attrition, although not clearly defined within the relevant

literature, implies that a high proportion of teachers do not remain teaching in school classrooms (AEU, 2009). The observations made in this study on teachers' careers, have implications for our understanding of teacher attrition.

First, it was evident that the ITE graduates in this study did not remain in one occupation for the whole of their careers, whether that be as a K-12 teacher or in alternative employment. This was partly due to structural factors such as the growth of non-permanent employment, which impacted on the *Individual Career Environment*. Non-permanent employment was perceived by the ITE graduates in this study as more prevalent in K-12 teaching roles than in other occupations. The AEU (2008a) indicated that close to half of the beginning teachers in Australia held non-permanent employment status, as noted in Section 2.2.3. On a positive note, the ITE graduates in this current study who left K-12 teaching for more secure employment were satisfied with their career outcomes.

Second, some of the teacher attrition identified in this study was due to ITE graduates recognising that they were personally not suited for K-12 teaching, even though they had an original desire to teach while studying their ITE courses. Teacher attrition was a positive career outcome for these individuals because the change allowed them to follow new career interests they felt more suited to pursue. Teacher attrition in this case allows K-12 schools to recruit again, with a quest for more passionate and talented teachers, as suggested by Andrews and Hatch (2002).

Third, the study found that ITE graduates left K-12 teaching for employment in positions related to their ITE studies and to further their education qualifications. These graduates were still using the skills and knowledge they had gained from their course and teaching experiences. This suggests that the ITE qualification is still of a societal value.

Fourth, the ITE graduates changed roles and occupations to advance their careers, accept new challenges, and for job satisfaction. Any career move that is undertaken for personal growth and career advancement should be recognised as a benefit for the individual and for the positive impact that must have on the community as a whole.

As indicated by the *Reflexive Career Cycle*, career movements that entice K-12 teachers away from the classroom setting should be expected. The career movements should be valued at a personal and community level, and encouraged for the individual's job satisfaction and career happiness.

15.3.2 Teacher Retention

High teacher attrition rates are mirrored by low teacher retention rates. Teacher retention literature addresses keeping teachers in K-12 classrooms, in accordance to assumed career expectations of ITE graduates. The ITE graduates from all generations, however, experienced and were happy with multi-directional, fluid, and dynamic careers rather than remaining in one occupation for the whole of their career. These opposing viewpoints show that there needs to be a balance among the needs of the ITE graduates to obtain job satisfaction and career advancement, the needs of schools to employ effective teachers, and the needs of students for teacher stability and experienced teachers. In addition, if there is an oversupply of teachers, then some teacher attrition is actually desirable. While the results of this study suggest attrition is not, in itself, wholly undesirable, it is also worth considering what *Individual Career Environment* factors might encourage the selection of teachers in the profession. Retaining teachers in K-12 schools, therefore, requires consideration of the *Reflexive Career Cycle* and the *Individual Career Environment*.

Some previous suggestions for improving teacher retention support the *Reflexive Career Cycle*. For example, Howes and Goodman-Delahunty (2015), suggested that new and interesting career opportunities within the teaching profession school be created, as well as support staff to alleviate high workload of class teachers; greater job security be offered, and positive and supportive relations be fostered. Work conditions and the other factors listed here were included in the *Individual Career Environment* as influential on career choices. Work conditions should be improved wherever possible, as mentioned in previous literature (e.g., Dinham, 2013; Spear et al., 2000) to prevent the ITE graduates from entering the zone of disequilibrium and reflexivity. Other researchers (e.g., Addi-Raccah, 2005; Buchanan, 2010; Ng et al., 2010) recommend that the teaching profession become more competitive with other professions, provide additional career advancement opportunities to help keep the more career-mobile generations in K-12 teaching. Adjustments to teachers' roles may require new career opportunities that include a mix of classroom and non-classroom time presented in the form of career advancement.

15.3.3 Oversupply and Undersupply of K-12 Teachers

It is difficult for ITE providers to predict if there will be an oversupply or undersupply of K-12 teachers when the graduates complete their course. The constant structural changes that occur in school sizes and teacher demands highlights the importance of not restricting the enrolment numbers in ITE courses. In addition, not all ITE graduates intend to teach in K-12 schools on completion of the course, since some find teaching is not their forte once they enter the profession, and others change occupations for challenge and promotion in their cyclical and evolving career.

The ITE courses were shown to provide graduates with transferable skills that were beneficial in K-12 teaching, other teaching positions, and in alternative employment. In case there is an oversupply of teachers, it is imperative to ensure that these transferable skills are reinforced throughout the ITE course. A shortage of teachers, however, would increase the demand for teachers and, to benefit from the cyclical nature of careers, a more active recruitment of women returning to the workplace after establishing their families, may be advantageous, as proposed by Andrews and Hatch (2002). Factors involving family were noted to impact the ITE graduates' *Reflexive Career Cycle* when a career change into the teaching profession was considered.

15.3.4 Alternative Career Options

In light of the fact that many of the ITE graduates used their ITE qualifications to access pathways into non-K-12 teaching positions, the graduates would benefit from additional information on alternative career options. Career options linked to the skills and knowledge gained through the completion of the ITE courses assist ITE graduates to successfully transfer into other occupations. ITE graduates undertake senior roles in schools, supporting other K-12 teachers, and also take on other teaching and lecturing roles outside of K-12 schools, and other educational related positions, such as school administration or policy writing. Knowing alternative career options may lessen the negative effects experienced with career circumscription and compromise stress, as noted by Creed and Hughes (2012). This type of career stress may occur if the ITE graduates are unable to obtain K-12 teacher employment upon graduation, if the non-permanent entry into K-12 teaching discourages them from pursuing a teaching career, or if they find they are not suited to classroom teaching.

ITE providers are also advised to market the skills the graduates gain as benefits to employers outside of the school system. This would require a closer relationship between the ITE course providers and potential employers; however, this could be accomplished in a small state like Tasmania.

Limitations and Constraints

One of the main limitations of this study was the response rate to the ITE_GradSurvey. The dispersion of graduates, and subsequent changes of their contact details upon completion of the course, restricted the number of participants in the study. The response rate, however, did not appear to compromise the validity and reliability of the study. The number of participants did, however, necessitate a change in statistical testing procedures as explained in the Methodology chapter. For example, SPSS Factor Analysis required a higher participation rate and therefore Rasch-Model Partial credit was conducted for grouping of factors instead, as discussed in the methodology chapter.

Although enquiring into why teachers leave the teaching profession, it was never the intention of this study to establish better ways to retain teachers. The current study did not include pre-service teachers (ITE students), or graduates from non-ITE courses provided by the Faculty of Education because the aim was to explore teachers' career journeys. Including pre-service teachers who do not complete the ITE course would provide further light into the personal, social, and structural factors that impact on careers and teacher retention.

Future Research

Like most research, this study answered the questions it asked originally but further questions regarding teacher attrition and careers in general have been raised. First, the *Reflexive Career Cycle*, as presented here, requires further exploration within a wider population to confirm the relevance and broader applicability for other ITE graduates. Tasmania is a small regional state and therefore may have characteristics that do not align with the other states in Australia or internationally. It is also of interest to examine whether the *Reflexive Career Cycle* applies for individuals with career interests based in other occupations.

Second, in consideration of teacher attrition, it became evident that social factors play a more important role in ITE graduates' career decisions than previously suggested; especially in terms of leaving K-12 teaching. Further research is now required to confirm the importance of social factors in teacher attrition, as well as being an influence to enrol in ITE courses.

Third, working in rural/remote areas and in non-permanent employment has been noted as a problem for teacher retention. This study has evidenced that there were more non–permanent and/or rural positions held by ITE graduates in non-K-12 teaching roles than in K-12 teaching roles. This deficit warrants further exploration into the comparison of K-12 teaching positions and other positions held to ascertain if locality and employment status is a major factor in ITE graduates' *Individual Career Environments*.

Fourth, evidence shows that non-permanency in the teaching profession is increasing and that ITE graduates require different types of support if they enter the profession in a non-structured, casual manner compared to the traditional structured,

permanent entrance that was once more common. Further research on how to better support ITE graduates as they attempt to enter into K-12 teaching positions through casual and short-term employment is required. Although the Department of Education in Tasmania (2014) has a system to assist non-permanent beginning teachers to obtain permanency, research into whether this system is just and effective, or problematic, also needs to be addressed.

Fifth, further research is required to determine the full impact of age in the modern career. There are mature-aged people entering the teaching profession, which will impact on the age of the general teaching profession. The expected mass exodus of teachers as the baby-boomer generation retires (Arlington, 2012; Lynch, 2008) may be counterbalanced if a significant proportion of mature-aged people continue to enter the profession. Further research on the careers of teachers is required to determine how age will affect the teaching profession.

Other areas for further exploration regarding age are (a) whether most K-12 teachers leave teaching in classrooms prior to retirement age, and (b) whether the baby-boomer teachers are retiring as early as expected. This willingness to work longer is evident in this study by the number of interviewees who were of retirement age, and retired from teaching, but still employed in other work.

Sixth, in the career development field, research is recommended to determine whether the trend of retiring at a later age, as indicated in this study for the teaching profession, will continue for the future generations, and whether people will continue to work up until the extended retirement age if they are able to self-fund their retirement earlier.

Concluding Remarks

On the basis of the research conducted for this thesis, the ITE graduates' career pathways were found to be multi-directional, fluid, and dynamic, with diverse roles. A model of how career pathways evolve—the Reflexive Career Cycle—was posited and illustrates how the individual's career environment—comprising personal, social and structural factors—provokes career re-evaluation during times of disequilibrium and possible changes in directions. Over time, these changes create a cyclical pattern within a career journey. For all the participants, though, their ITE qualifications were still useful to them regardless of the choices made and pathway followed. The majority of positions held by the ITE graduates were related to teaching and education.

Epilogue

Four years have passed since I began my PhD. I am now 60 years of age and in a financial position to be able to retire if I so desired. I never intended to become an academic or a lecturer on completion of my PhD due to my age. Up until two years ago, I had every intention of retiring but I began to consider part-time research work and the possibility of tutoring because I enjoyed the university environment. I had also contemplated teaching reflexology at an interest level on a very casual basis.

Two happenstance events occurred in the last 12 months that have changed my career plans yet again. The first event occurred at a reflexology conference. There was a lecture on the benefits of reflexology for children with learning disabilities. This was a blend of my two career passions and my next research project started to evolve.

The second event happened when I was asked to supervise two reflexology students studying in the northern end of the state. One of the students kept complaining about the lack of opportunity to learn reflexology at a professional level in Tasmania. Somehow, after several discussions, this meeting developed into us both deciding to start our own registered training college to teach reflexology at a nationally recognised level. We have started this process already. My career had completed yet another full circle. I am heading back into reflexology *and* teaching.

Choosing this interwoven pathway ensures that I will be in paid employment for at least another five years. Once the college is established, however, I intend for these projects to become part-time so that I have time to travel. However, I know

through this study, that careers evolve and have unexpected twists and turns. My career pathway, like that of many other individuals, is far from being straight and narrow. Who knows what I will reply in five years if asked, “What are you doing now?”

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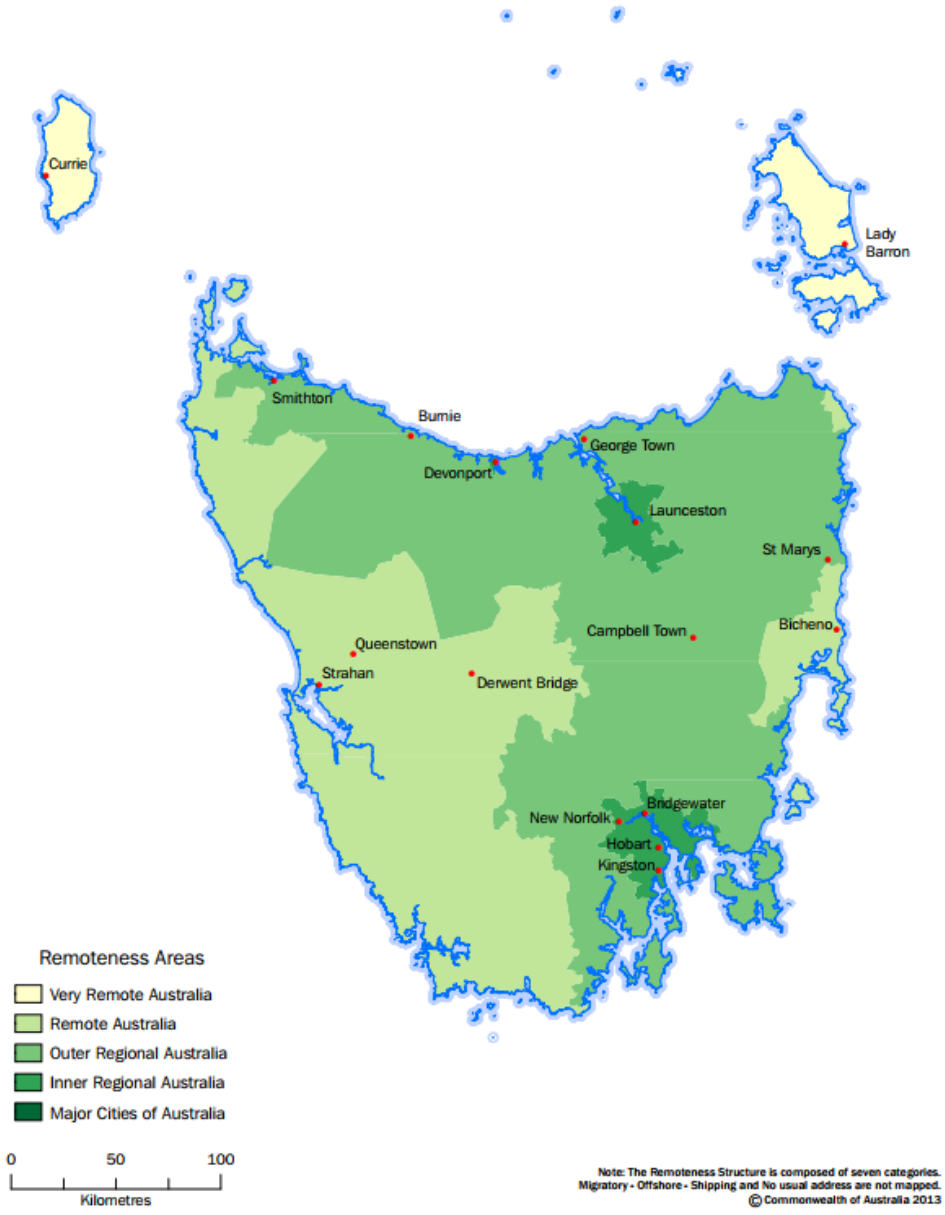
Appendix A

Tasmanian Remoteness Map



Sourced from Australian Bureau of Statistics. (2011a). *Australian Statistical Geography Standard: Remoteness Structure, Tasmanian Remoteness Structure, Maps, Australia*, Folio 1270.0.55.005

Appendix B

Project Information sheet

Faculty of Education

Career Pathways of Teacher Education Graduates: Where are you now?

Why am I invited?
You have been invited to be a participant in this study because **you studied in a teacher education degree** at the University of Tasmania between 2005 and 2013. **Are you teaching? Are you in a different occupation? Are you not working? Whatever your situation we would like to know where you are, what you are doing, and what influenced your decisions.** The research is being conducted through the Faculty of Education, University of Tasmania by Lynda Kidd in association with her PhD candidature under the supervision of Associate Professor Helen Chick, Associate Professor Natalie Brown, and Dr Noleine Fitzallen.

Why is this study important?
Attrition rates of beginning teachers are high. Studies into the attrition of beginning teachers rarely include those who do not enter the teaching profession or those who left early in their careers. The results from this project will help to determine how to better support teacher education graduates in their chosen career pathways, be it in the teaching profession or in an alternative career, and will be valuable for ongoing development of teacher education programs in Tasmania and more broadly afield.

What is the purpose of this study?
The main aim of this study is **to gain a better understanding of the different career pathways teacher education graduates take and the factors that influence their choices**. The study also aims to determine if teacher education degrees benefit and support graduates in whichever career pathway they decide to take.

What does the study involve?
If you volunteer to participate in this study, you will be asked to **complete a survey** and/or, at your further discretion, **to participate in an interview**. You will also be invited to attend one of the reunion events which will be held at different venues around

Tasmania. These events will provide another opportunity for you to complete the survey and to thank you for your participation in the project.

The survey should take approximately 20 minutes to complete and can be completed in one of three ways:

- **Online**;
- P**aper copy;** a paper copy can be mailed to you with an accompanying stamped and self-addressed envelope for the return of the survey,
- **Phone;** a research assistant will phone you and complete the survey with you.

The interviews will be an opportunity for the researcher to gain a more in-depth perspective of teacher education student's career decisions and can be conducted personally, by phone or through internet services such as Skype or Gmail hangout. A consent form will be issued prior to your participation in any interview. The interviews will last approximately 45 minutes, will be recorded on a handheld recorder and will later be transcribed. You will have the opportunity to review and correct the interview transcript if desired. The interviews will be conducted during 2014 and 2015.

The reunion event will be organised to thank those who have participated in the project and will also offer another opportunity to for willing participants to complete the survey or organise an interview. These events will be held at different venues around Tasmania and the survey will be available in most formats with research assistant/s to assist you.

The link to the project and survey is [insert link to survey1]. At the end of the survey participants who agree to participate in either or both the follow-up interview and reunion event, will be directed to a second Qualtrics survey, or given a separate details sheet, which will collect contact details. By completing the second survey, anonymity of the survey is ensured unless you provide permission to use the survey code, which you will be asked to produce at the beginning of the first survey.

Anyone who does not wish to do the survey will be directed to another site to provide their contact details or, if you prefer, you can email your details to Lynda Lynda.Kidd@utas.edu.au.

How will data be stored?

All data provided by participants in the project will be treated confidentially. Only the investigators will have access to the data collected. No participants will be named in reports during the project or in any forthcoming publications. No identifying conversations will be used in any reports. The data will be secure and stored in a locked cabinet or on a password protected computer in the office allocated for the project at the Faculty of Education's Hobart campus. The data will be appraised, archived and retained in this manner unless the decision is made that the data, or a proportion of it, are to be disposed. If any data are to be destroyed, it will be done in a confidential manner at least 5 years after the last publication.

This project has received ethical approval from the Human Research Ethics Committee (Tasmania) Network. Concerns of an ethical nature or complaints about the manner in which the project is conducted should be forwarded to Executive Officer, Human Research Ethics Committee (Tasmania) Network. Ph: (03) 6226 7479 email: human.ethics@utas.edu.au.

Participation in all aspects of this project is entirely voluntary.
Once you have read and understood all of the information concerning the project and have chosen to participate, please follow the link in the invitation email [add link]. At this site you will be able to complete the survey or forward your details to us so that we can arrange to mail you a paper survey, phone you to complete the survey, organise an interview, or provide you with details of the survey completing event to be held in your area. Submission of a completed survey indicates your consent to participate in this research project.

The overall management of the project is by a team of researchers from the Faculty of Education at the University of Tasmania. Please contact any member of this team for additional information about the project.

Mrs Lynda Kidd (Student Investigator) +61(03) 6226 7478
Lynda.Kidd@utas.edu.au

Associate Professor Helen Chick (Chief Investigator) +61(03) 6226 7220
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Noleine.Fitzallen@utas.edu.au

Research reports associated with this project will be made available to participants upon request.

We thank you for your assistance as a partner in this project in advance and hope the data we receive will benefit future teacher education graduates.
Kindest regards,

[signature]	[signature]	[signature]	[signature]
Lynda Kidd 6226 7478	Helen Chick 6226 7220	Natalie Brown 6226 1756	Noleine Fitzallen 6226 2524

Appendix C

Informed Consent Form for Interviews

Faculty of Education

Career Pathways of Teacher Education Graduates:
Where are You Now?

STATEMENT OF INFORMED CONSENT FOR INTERVIEW
Please read before signing

- I have read and understood the 'Information Sheet' for this study.
- The nature and purpose of the study have been explained to me.
- I understand that the study involves the following procedure/s:
  - Participating in an interview
- I understand that there are no specific risks anticipated with the participation in this study.
- I understand that all research data will be securely stored on the University of Tasmania premises and will be appraised, archived and retained unless the decision is made that the data, or a proportion of it, are to be disposed. If any data are to be destroyed, it will be done in a confidential manner after at least five years.
- Any questions that I have asked, have been answered to my satisfaction.
- I understand that the research data gathered from me may be published but that steps will be taken to ensure I cannot be identified as a participant.
- I understand that my identity will remain confidential and that any information I supply to the researcher(s) will be used only for the purposes of the research.
- I agree to participate in this project. I understand that I may withdraw at any time without any penalty and may request that any data I have supplied to date, that can still be identified as mine, be withdrawn from the project.

Name of Participant:

Signature: Date:

Please supply a contact email or phone number if you wish to be contacted to participate in an interview:

Appendix D

Teacher Education Graduate Survey Instrument Established for Project

Career Pathways of Teacher Education Graduates

Where are you now?

Welcome to the project and thank you for your interest

The survey should take approximately 20 minutes to complete and can be completed in one of four ways.

- **Online:**
- **Paper copy:** A paper can be mailed to you with an accompanying stamped and self-addressed envelope.
- **Phone**: A research assistant will phone you and complete the survey with you.
- **Attend a survey completion/reunion event**: These will be held at different venues around Tasmania and the survey will be available in most formats with research assistant/s to assist you. This event will also be to thank you for participating.

You will also be invited to participate in an interview and to attend one of the reunion events to be held around in different areas around Tasmania.

By clicking on any of the green consent buttons below your consent to participate in the survey is implied. You will be invited to participate in an interview and to receive reunion updates at the end of the survey. The survey will be completed in a separate website to ensure your data will remain unidentifiable.

If you do not wish to participate in the survey please click the red button and you will be led to another site for collection of contact details for interviews and reunion updates and to exit the site.

Please click here to enter the online survey.*

Please click here to have a paper survey posted to you. **

Please click here to organise a phone survey.**

[*The online survey included invitations to participate in an interview and to receive reunion updates.]

[**Participants were directed to the Collection of Contact Details survey page]

I do not wish to participate in the survey –

Please click here to leave details for interviews and reunion and to exit.

<u>Questions for those clicking red box.</u>

1. Would you like to participate in an interview?
    a. Yes – [Participant was directed to the Collection of Contact Details survey page]
    b. No – Would you like to be updated about the Reunion events?
        i. Yes – [Participant was directed to the Collection of Contact Details survey page]

ii. No – [Participants directed to Closing page, which included "Thank you for your time. Lynda Kidd"]

Example of Separate Surveys used for Collection of Contact Details through Main Survey.

1. Would you like to participate in an interview?
    a. Yes – Thank you. Please add your email address in the box below and I will contact you shortly to arrange a time.

[Email address text box]

        i. Would you also like to be updated about the Reunion events when more details become available?
            a) Yes
            b) No
        ii. Thank you. I will be in touch with you soon.
    b. No – Would you like to be updated about the Reunion events?
        i. Yes – Please add your email address in the box below and I will contact you when more details become available. [Email address text box]
        ii. No

        Thank you. I will be in touch soon.

Survey for ALL past teacher education graduates

1. Please create a code by using the first two letters of your middle name (or surname) and four digits from your birth date so that these data can be recalled on your request if you decide to participate in an interview at a later stage.

2. What age group are you currently in?
    □ 20-29 years
    □ 30-39 years
    □ 40-49 years
    □ 50 years and over

3. □ Female □ Male

4. Please tick the statement that relates to your situation.
    I entered my teacher education degree
        a. □ straight from school (or after gap year)
        b. □ after graduating from other tertiary studies
            i. □ Yes
                a). Were your earlier tertiary studies undertaken because you planned to be a teacher? □ Yes □ No
            ii. □ No
        c. □ after not completing other tertiary studies
        d. □ after working in an alternative career

5. Prior to, or during, your teacher education studies, did you spend time in a teaching/education type position
    a. Yes
        i. What was the job?

ii. How long for?
iii. Part-time/full-time
iv. Paid/voluntary

b. No

6. Prior to, or during, your teacher education studies, did you spend time in a job other than teaching/education?
   a. Yes
      i. What was the job?
      ii. How long for?
      iii. Part-time/full-time
      iv. Paid/voluntary
7. Do you have a spouse/partner?
8. Do you have children that you are legally responsible for?
9. Is English your first/main language?
10. What teacher education degree did you enrol in?

Bachelor of Education	□ Early Childhood □ Primary □ Health & Physical Education □ Health & Physical Education and Health Science □ Health & Physical Education and Outdoor Education □ Applied Learning (2010 – 2013) □ In-service (2005 – 2010)
Bachelor of Human Movement (to 2010)	□
Bachelor of Adult and Vocational Education (to 2010)	□
Bachelor of Teaching (to 2010)	□ Primary ➡ Please list your previous □ Middle ➡ degree. □ Secondary ➡ If secondary, please list your teaching specialisation (e.g., science, maths)
Master of Teaching (2010-2013)	□ Primary ➡ Please list your previous degree If secondary please list your teaching specialisation (e.g., science, maths)

11. Did you start your teacher education degree with the intention of becoming a school teacher?
    □ Yes □ No
12. Did you graduate in your desired teacher education degree?
    a. Yes
       i. Are you currently employed in teaching profession?
          1. Yes [Go to "K-12 Teacher" only questions]
          2. No [Go to "Non-K-12 Teacher" only questions]

b. No
    i. Did you graduate in B Educational Studies
        1. Yes [Exit and Thankyou page]
        2. No[Exit and Thankyou page]

Non-K-12 Teacher Participant Only Questions.

1. Did you complete Honours? □ Yes □No
2. What year did you complete your teacher education degree?

□2005 □2006 □2007 □2008 □2009 □2010 □2011 □ 2013 □Other_____

3. Did you start your teacher education degree with the intention of becoming a school teacher?

□ Yes □ No

4. Please state if the following statements were true for you, and how important each factor was in relation to your decision to enrol in teacher education degree.

		Was this true for you?		How important was each factor in your decision to become a teacher?			
Code	Statement	Yes	No	VI	I	SI	NI
A	I had a long desire to be a teacher						
B	I had a desire to help children learn						
C	I thought I would be a good teacher						
D	I enjoyed working with children						
E	I liked sharing my knowledge with others						
F	I thought there would be opportunities to teach overseas and on the mainland						
G	I thought teaching would provide a clear career pathway						
H	I thought there would be good employment opportunities						
I	I was dissatisfied with my previous career						
J	I thought the school start and finish time would suit my lifestyle						

K	I thought the workload of a teacher was manageable
L	I liked the advantage of having school holidays
M	I thought it would give me job satisfaction
N	I thought it would be a family friendly career
O	I thought I could make a difference in community
P	I liked the salary

5. Which three of the above statements were the most important factors in your decision to become a teacher (or to enrol in a teacher education degree? [Number 1 to 3]

□ A □ B □ C □ D □ E □ F □ G □ H □ I □ J □ K □ L □ M □ N □ O □ P

6. Were there other factors influencing your decision to become a teacher (or to enrol in a teacher education degree? [Text box]
7. Did you do any teaching in schools after graduating?
    a. Yes
        i. What specialisations/Year did you teach [Text box]
        ii. □Catholic, □Independent, or □Public school?
        iii. □Tasmania, □Mainland, or □Overseas
        iv. □Rural, □Remote or □City/urban area
        v. □Part-time or □Full-time
        vi. □ Permanent

□Permanent Replacement Teacher
□Non-permanent
□ Long-term (More than 10 weeks)
□ Short-term (less than 10 weeks but more than 20 days) or
□ Relief (20 days or fewer)

        vii. Overall, approximately how much classroom teaching have you completed since graduating?

□ Less 2 terms
□ 2 – 4 terms
□ 1-2 years
□ 3-5 years
□ 5 + years

    b. No
        i. Why didn't you teach in any schools after completing your teacher education degree?

□ I actively sought but didn't gain employment as a teacher in schools
□ I decided that I didn't wish to work as a teacher in schools at this time
□ Other [Text]

8. Please tick if you the following statements are true or not for you, and how important each factor was in your decision leave school teaching.

Code	Statement	Was this true for you?		How important was each factor in your decision to leave school teaching?			
		Yes	No	VI	I	SI	NI
A	I did not enjoy the teaching assignment/s I was given						
B	I did not find the school facilities suitable for the teaching position/s I had						
C	I did not think the school safety was sufficient						
D	I did not receive adequate support from senior staff						
E	I did not receive adequate support from other teaching staff						
F	I felt I was not suited for teaching						
G	I felt the general public had/have a bad image of teachers						
H	I gained better employment position outside teaching profession						
I	I gained better employment as a teacher in a non-school setting						
J	I could see availability of teaching positions were limited						
K	I had family/personal reasons						
L	Student behaviour was an issue for me						
M	Student motivation was an issue for me						
N	I wanted a job with a higher salary						
O	Teaching was not what I expected						
P	Teaching was not as family friendly as I expected						
Q	Teaching was more stressful than I expected						
R	The workload was more than I expected						
S	I could see the opportunities for career advancement were limited						
T	The lack of parental/community support was an issue for me						
U	School staff morale was an issue for me						
V	Negative attitude of colleague teachers was an issue for me						

W	I found the remote geographical location of schools as issue
X	I did not agree with the emphasis on student testing
Y	I did not get respect from student and parents
Z	I did not have the ability to help students
AA	I wanted to work closer to home
AB	I did not want to move from where I live
AC	I wanted a job with higher status
AD	I wanted more job security than teaching provided
AE	I lost my teaching position due to school staffing actions (reduction in staffing, school closing)
AF	I found it hard to gain permanent status or PRT as a school teacher

9. Which were the three most important factors in your decision to leave school teaching? [Number 1 to 3]

□ A □ B □ C □ D □ E □ F □ G □ H □ I □ J □ K □ L □ M □ N □ O □ P □ Q □ R □ S □ T □ U □ V □ W □ X □ Y □ Z □ AA □ AB □ AC □ AD □ AE □ AF

10. Were there any other factors influencing your decision to leave school teaching? [Text box]

11. Do you plan to re-enter school teaching profession?

□Definitely
□Maybe
□Definitely not

12. If you had the chance to begin again with your present knowledge of school teaching, would you have studied teacher education degree?

□Definitely
□Maybe
□Definitely not

13. Are you currently employed?

a. Yes [Got o 14]
b. No
    i. What is your current situation? [text box]
    ii. Is this a preferred outcome?
        1) Yes
        2) No
            a) What is your preferred outcome? [Text box]
    iii. Have you been employed since leaving your teacher education degree?
        1) Yes [Go to First Main Job] (Q26bi)

14. No [Go to End of Survey] (Q29) What are you currently employed as? [Text box]

15. Did your teacher education degree assist you in gaining this job?
    a. Yes [Please explain text box]
    b. No
16. Does this job involve any teaching elements?
    a. Yes – [please explain text box]
    b. No
17. What influenced you to take this job rather than classroom teaching [Text Box]
18. How would you compare your current occupation to the school teaching profession?

	Better in current position	Not better or worse	Better in school teaching
Opportunities for professional advancement			
Opportunities for PD			
Opportunities for learning from colleagues			
Social relationships with colleagues			
Recognition and support from administrators/managers			
Safety of environment			
Influence over workplace policies and practices			
Autonomy or control over your own work			
Professional prestige			
Procedures for performance evaluation			
Manageability of workload			
Ability to balance personal life and work			
Availability of resources and materials/ equipment for doing job			
General work conditions			
Job security			
Intellectual challenge			
Sense of personal accomplishment			
Opportunities to make a difference in community			

19. How satisfied are you with your current position compared to school teaching?
    `□More satisfied as a school teacher
    □More satisfied with current occupation
    □No difference in satisfaction
20. Is this occupation a preferred outcome/career?
    a. Yes
    b. No

i. What is your preferred career choice? [Text box]
ii. What factors influence your decision to remain in your current job? [Text box]

21. Is your current job conducted in □Tasmania, □Mainland, □Overseas?
22. Is your current job in □Rural, □Remote or □City/urban area?
23. Is your current job □Part-time or □Full-time
24. Is your current job a permanent position?
    a. Yes
    b. No
        i. Is your current contract
            □ Long term (10 weeks or more)
            □ Short term (Less than 10 weeks more than 20 days
            □ Relief (20 days or less)?
25. Was your current job the first main job after leaving your teacher education degree?
    a. Yes [Go to Support](Q26)
    b. No
        i. What was the first **main job** you were employed in after leaving your studies in teacher education degree? [text box]
        ii. Did your teacher education degree assist you in gaining your first main job?
            1) Yes [Please explain text box]
            2) No
        iii. Did this job involve any teaching elements?
            1) Yes [Please explain text box]
            2) No
        iv. Was your first main job conducted in
            □Tasmania,
            □Mainland,
            □Overseas
        v. Was your first main job in a □Rural, □Remote or □City/urban area?
        vi. Was your first main job □Part-time or □Full-time?
        vii. Was your first main job a permanent position?
            1) Yes
            2) No
                a) Was your first main job
                □Long-term contract (10 weeks or more)
                □Short-term contract (Less than 10 weeks but more than 20 days)
                □Relief type work (20 days or fewer)
        viii. How long did it take you to get your first main job? [Text box]
        ix. What factors influenced your choice to leave your first occupation?
26. **Support** – Was your first main job a school teaching job?
    a. Yes – **LOOP** TO SUPPORT AND OPPORTUNITY TABLES IN "GRADUATED AND TEACHING.
    b. No – COMPLETE FOLLOWING TABLES

27. In regard to your **first main position** since graduating in teacher education, please mark whether or not you felt supported in relation to each statement and how important receiving this type of support was to you.

	Did you feel supported?		How important was receiving this type of support to you?			
Support	Yes	No	VI	I	SI	NI
I felt supported by senior staff members						
I felt supported by my colleague workers						
I felt supported by other office staff						
I felt supported by state and federal governments						
I felt supported with workplace management issues						
I felt supported to use a variety of new strategies						
I felt supported with additional responsibilities I was given						

28. In regard to your **first main occupation** since graduating in teacher education, please mark the following whether you received the following types of opportunities and how important was to you.

	Did you receive this support?		How important was each type of opportunity to you?			
Professional Development	Yes	No	VI	I	SI	NI
I received opportunities to work with other staff to achieve shared goals						
I had opportunities to share work experiences with other new graduates/employees						
There were opportunities for me to share work experiences and resources with other staff						
There were opportunities for me to attend professional development sessions						
The professional development sessions were held at a convenient time for me to attend						

The professional development sessions were relevant to my individual needs	
I had access to resources to help me achieve effective results in my work	
There were opportunities for me to influence the company's policies	

29. In regard to your **current** occupation, please mark if your level of agreement with the following statements on Workload and job satisfaction.

Workload	SA	A	No Opinion/ Uncertain	D	SD
I can balance my work and personal life					
There is sufficient time for planning and preparing					
The workload is within my capabilities					
My work challenges me intellectually					
I have autonomy over my work					
There are opportunities for me to advance my career					
I find the salary is sufficient for the workload					
The constant change involved makes the job interesting for me					
The initiative levels required makes the job interesting for me					

30. **End –** Is there anything that could have been done differently that would have resulted in you continuing as a school teacher?

31. What would need to change to encourage you to be employed as a school teacher?
32. Career wise what do you think you will be doing in 5 years?
33. Career wise what do you think you will be doing in 10 years?
34. Would you be happy to participate in an interview to further discuss some of your career choices to help us better understand why people do and do not enter and continue in the teaching profession? If you do, you will be directed to a separate webpage so that your details cannot be linked to this survey without you disclosing your code.
    a. Yes. Please follow this link to a separate survey link to leave your contact details. This will ensure that your survey remains unidentifiable unless you provide us with your personal code. [Link to separate Qualtrics survey]
    b. □ No– Would you like to be updated about the Reunion events?

i. Yes – Please click on the link below to enter a separate survey website to leave your contact details. This will ensure that your survey data remains unidentifiable [Link to separate Qualtrics survey]
ii. No

Submission of a completed survey indicates your consent to participate in this research project SUBMIT
Thank you very much for your time and participation in this study
* The personal code for matching data will be the first two letters of middle (or surname) and 4 digits from birthdate so there is a prompt for respondents to remember their code.

K-12 Teacher Participant Only Questions

1. Did you complete Honours? □ Yes □ No
2. In what year did you complete your teacher education degree?
   □2005 □2006 □2007 □2008 □2009 □2010 □2011 □ 2013
   □ Other please state_____
3. Please rate your agreement to the following statements in regard to your decision to become a teacher.

		Was this true for you?		How important was each factor in your decision to become a school teacher?			
Code	Statement	Yes	No	VI	I	SI	NI
A	I had a long desire to be a teacher						
B	I had a desire to help children learn						
C	I thought I would be a good teacher						
D	I enjoyed working with children						
E	I liked sharing my knowledge with others						
F	I thought there would be opportunities to teach overseas and on the mainland						
G	I thought teaching would provide a clear career pathway						
H	I thought there would be good employment opportunities						
I	I was dissatisfied with my previous career						
J	I thought the school start and finish time would suit my lifestyle						
K	I thought the workload of a teacher was manageable						
L	I liked the advantage of having school holidays						

M	I thought it would give me job satisfaction
N	I thought it would be a family friendly career
O	I thought I could make a difference in community
P	I liked the salary

4. Which three of the above statements were the most important factors in your decision to become a teacher? Number 1 to 3

□ A □ B □ C □ D □ E □ F □ G □ H □ I □ J □ K □ L □ M □ N □ O □ P

5. What specialisation/Years are you currently teaching? [Text box]
6. Are you currently in a □Catholic, □Independent, or □Public school?
7. Is your current job conducted in □ Tasmania, □ Mainland, □ Overseas?
8. Is your current job in □Rural, □Remote or □City/urban area?
9. Is your current job □Part-time or □Full-time

10. Is your current job a permanent position?
    a. Yes □ Permanent position □ Permanent Replacement Teacher (PRT)
    b. No
        ii. Is your current contract
        □ Long-term (10 weeks or more)
        □ Short-term (Less than 10 weeks more than 20 days)
        □ Relief (20 days or fewer)?
11. Overall, approximately how long have you been teaching since graduation?
    □ Less than 2 terms
    □ 2 – 4 terms
    □ 1-2 years
    □ 3-5 years
    □ 5 + years
12. Is your current teaching position your MOST preferred teaching position?
    a. Yes
        i. How long did it take you to obtain this job?
    b. No
        i. What is your most preferred teaching position? [Text box]

13. Was your current job your first main job after leaving your teacher education degree?
    a. Yes [Go to Support] (Q15)
    b. No
        i. Was the first main job you were employed in after leaving your studies classroom teaching?
            1) Yes
                a) What specialisation/Years were you teaching? [Text box]
                b) Were you in a □Catholic, □Independent, or □Public school?
            2) No
                a) What was your first main job? [Text box]

b) Did this job involve any teaching elements?
   i.) Yes – [Please explain text box]
   ii.) No
c) Did your teacher education degree assist you in gaining this job?
   i.) Yes [Please explain box]
   ii.) No

ii. Was your first main job in □Tasmania, □Mainland, □Overseas
iii. Was your first main job in □City/urban area □Rural, □Remote
iv. Was your first main job □Part-time or □Full-time?
v. Was your first main job a permanent position?
   1) Yes
   2) No
      a) Was your first main job

□ Long-term contract (10 weeks or more)
□ Short-term contract (Less than 10 weeks but more than 20 days)
□ Relief/casual work (20 days or less)

vi. What key factors influenced you to leave this job?

14. In regard to your first main teaching position, please mark whether or not you felt supported in the regards to each support statement below and rate how important receiving that support was to you early in your career.

	Did you feel supported?		How important was receiving this type of support to you?			
	Yes	No	VI	I	SI	NI
I felt supported by senior staff members						
I felt supported by my colleague teachers						
I felt supported from teacher's Aide/s and assistants						
I felt supported by office staff						
I felt supported by student's parents						
I felt supported by state and federal governments						
I felt supported with classroom management issues						
I felt supported to use a variety of teaching strategies						
I felt supported with additional responsibilities I was given						

15. In regard to your first main teaching position, please mark whether or not you received the following professional development opportunities and rate how important that opportunity was to you early in your career.

	Did you receive this opportunity ?		How important was this type of opportunity to you?			
Professional development opportunities	Yes	No	VI	I	SI	NI
I received opportunities to work with others to achieve shared goals						
I had opportunities to share work experiences and resources with other beginnin**g** teachers						
There were opportunities for me to share work experiences and resources with other teachers						
There were opportunities for me to attend professional development sessions.						
The professional development sessions were held at a convenient time for me to attend.						
The professional development sessions were relevant to my individual needs						
I had access to resources to help me achieve effective curriculum planning						
There were opportunities for me to influence school policies						

16. Please rate your agreement with the following statements on workload and job satisfaction in regard to your **current teaching position**.

Workload	SA	A	No Opinion/ Uncertain	D	SD
I find the administration work is appropriate to my position					
I can balance my work and personal life					
There is sufficient non-contact time for me to plan and prepare for lessons					
The workload is within my capabilities					
Students' behaviour issues are easily handled					
The number of students in the class is such that I can teach effectively					

Job Satisfaction	SA	A	No Opinion/ Uncertain	D	SD
I enjoy helping students to learn					
The teaching challenges me intellectually					
I have autonomy over my teaching					
There are opportunities for me to advance in my teaching career					
I think the salary is sufficient for the workload					
The constant change involved makes the job interesting for me					
The initiative levels required makes the job interesting for me					
My job is more enriching with inclusion students					

17. Career wise what do you think you will be doing in 5 years?
    - □ School teacher
    - □ Teaching profession but not teaching
    - □ Other [text box]
18. Career wise what do you think you will be doing in 10 years?
    - □ School teacher
    - □ Teaching profession but not teaching
    - □ Other [textbox]
19. Would you be happy to participate in an interview to further discuss some of your career choices to help us better understand why people do and do not enter and continue in the teaching profession? [text box for contact details and to create a code*]
    a. Yes. Please follow this link to a separate survey link to leave your contact details. This will ensure that your survey remains unidentifiable unless you provide us with your personal code. [Link to separate Qualtrics survey]
    b. □ No– Would you like to be updated about the Reunion events?
        i. Yes – Please click on the link below to enter a separate survey website to leave your contact details. This will ensure that your survey data remains unidentifiable [Link to separate Qualtrics survey]
        ii. No

Submission of a completed survey indicates your consent to participate in this research project SUBMIT

Thank you very much for your time and participation in this study. If you would like to attend the thank you event, please contact Lynda.Kidd@utas.edu.au for times and venue details.

* The personal code for matching data will be the first two letters of middle (or surname) and 4 digits from birthdate so there is a prompt for respondents to remember their code.

Appendix E

Career Pathways of Teacher Education Graduates

Basic Interview Questions

(Note: This interview will be conducted in a semi-structured manner and additional questions may be asked to gain a deeper understanding of your perspective)

- I would like to remind you that your name will not be used in any of the research project's reports or publications
- You signed a consent form to participate in this interview previously, do you still agree for the information to be used within the research project?
- Do you have any questions about the research?
- This interview will be audio taped and the information will then be transcribed for data analysis purposes. Is that okay with you?

1. Did you complete the survey?
    a. No. What was first and current positions, when did you study? Which course?
    b. Yes. Can I use your personal code to match the interview data with your survey data?
2. What were your career intentions at the end of Year 10, 11, and 12?
3. When did you decide to enrol in the initial teacher education course?
4. What experiences did you have in gaining employment after graduating in initial teacher education?
    a. If not teaching in classrooms – What key factors influenced you to take alternative career?
    b. Does your degree relate to your occupation/s?
    c. If teaching in classrooms – What are the key factors that keep you teaching?
5. If you knew before beginning a teacher education degree, what you know now about teaching and teaching profession, would you still have gone down this pathway?
6. How long do you envisage staying in your current job?
    a. What factors **would** influence your decision to change careers in the future?
7. When do you think you will retire?

Appendix F

Description of Partial-credit Rasch analysis for construct validity

The construct validity of the measures for the hypothetical concepts in relation to *Factors Considered to Influence Career Choices*, and of *Perceived Importance of Factors Considered to Influence Career Choices* of Teacher Education Graduates were tested through Rasch analysis using Winstep software by Linacre (2017). The Items and Persons fit statistics are reported in Winstep as the chi-square ratios of infit and outfit mean squares (Wright & Masters, 1981) to assist in determining the validity, or fit, of the items. Although there are no fixed rules, the statistical guidelines for infit and outfit scores are Item/Person Mean Squares (MNSQ) in the range of .06 to 1.4 and *t* values (ZSTD) between -2.0 and 2.0 (Bond & Fox, 2007). Results that are less than these suggested values are considered as an overfit, with too little variance and too predictable, and those with greater values as an underfit, with too much variance and not sufficiently predictable from other responses. (Bond & Fox). Bond and Fox warn, however, that the "fit statistics should be used to assist in the detection of problem item and person performances, not just to decide which items should be omitted from a test" (p. 241) because an overfit item may be a better item than an item that does fit. According to Bond and Fox, a poor fit means that some of the participants' responses "cannot be predicted comfortably" (p. 245) by what is known about them from their other responses.

The results of the construct validity of the survey instrument used to generate data for the three concepts within both *Factors Considered to Influence Career Choices* and *Perceived Importance of Factors Considered to Influence Career*

Choices are presented in Appendices G-L. The six concepts and the code given to each concept are presented in Table F1. An example of the coding is "CE" for *Factors Considered to Influence Career Choice to Enrol in ITE Courses*; being C for *Considered* and E for *Enrol*. Each concept consisted of a number of items, which were factors considered by the participants in relation to consideration of career choices made and the perceived importance of that factor. The items for each concept are presented in Tables throughout the results sections. The Table numbers for each concept are also indicated in Table F1.

Table F1

Concept Titles, Codes, and Associated Table Number and Pages

Concept	Code	Table Details	
		Table Number	Page number
Factors considered to influence career choices to enrol in ITE	CE	Table 9.1	227
Perceived importance of factors considered to influence career choices to enrol in ITE	IE	Table 9.2	231
Factors considered to influence career choices to leave teaching in K-12 schools	CL	Table 11.1	256
Factors considered to influence career choices to remain teaching in K-12 schools	CR	Table 12.1	278
Perceived importance of factors considered to influence career choices to remain teaching in K-12 schools	IR	Table 12.2	280

To assist with the reading of the analysis charts in Appendices G-L, the items have been ordered by the MNSQ and ZSTD, and the infit and outfit scores that are outside of the accepted limits are highlighted. When reading the bubble charts, the large bubbles are those items that need verifying, together with the bubbles outside of the -2 and 2 lines, which indicate an over- or under-fit.

Appendix G

Rasch Scores and Analysis for Construct Validity of *Factors Considered to Influence Career Choices to Enrol in Initial Teacher Education Courses* and of P*erceived Importance of Factors Considered to Influence Career Choices*

The Item-fit scores for the concept of *Factors Considered to Influence Career Choice to Enrol in ITE Courses* are presented Table G1and illustrated in Figure G1. There are three factors that are outside of the preferred outfit scores and considered for further interpretation. Three items have higher MNSQ and ZSTD values, indicating that they underfit, and consequently are not sufficiently predictable. These factors are: *I Wanted to Attend a Course at this University Campus* (Item CE16); *I was Unable to Study my Other Degree Choices* (Item CE17); and *I was Unemployed* (Item CE18). The distractor frequencies, which indicate the how the participants responded to each item, showed that Item CE17 and CE18 were considered as a factor that influenced career choice by only 6% and 10% of the participants respectively. Since low percentages to these factors are a favourable outcome, in that it is better that people do not enter ITE mainly because they are unemployed or couldn't study other degree choices, they remained in the construct. An unexpected outcome was that 49% of participants considered a particular university campus as a factor in career choice (Item CE16). This has not been explicitly noted as a factor in any of the previous literature on teacher recruitment and was higher than anticipated. A fourth item—*I Thought it Would Give Me Job Satisfaction* (Item CE12)—had a lower MNSQ score but it is still within the recommended ZSTD scores. This item has a

larger bubble in the bubble chart in Figure G1, indicating less variance. The distractor frequencies show that it was considered a factor by 98% of participants, which is also a favourable outcome.

Table G1

Item-fit indicators of Factors Considered to Influence Career Choices to Enrol in Initial Teacher Education courses

				Infit		Outfit	
Item	*n*	Measure	Model's S.E.	MNSQ	ZSTD	MNSQ	ZSTD
CE18	82	-3.43	0.39	1.34	1.2	4.08	3.8
CE17	84	-4	0.48	1.12	0.4	3.35	2.5
CE16	83	-0.86	0.24	1.08	0.9	2.63	6.3
CE4	86	1.29	0.33	0.99	0	1.25	0.8
CE1	88	-0.65	0.24	1.18	1.8	1.19	1.1
CE2	86	1.4	0.34	0.91	-0.3	1.1	0.4
CE8	82	-1.96	0.27	1.04	0.4	1.1	0.5
CE3	86	1.95	0.4	0.98	0	0.99	0.2
CE9	84	-1.23	0.24	0.99	-0.1	0.99	0
CE10	84	-0.28	0.25	0.96	-0.3	0.92	-0.4
CE6	86	-0.94	0.24	0.95	-0.5	0.91	-0.4
CE5	85	1.79	0.38	0.93	-0.2	0.65	-0.6
CE14	83	1.86	0.4	0.93	-0.1	0.62	-0.7
CE7	86	1.29	0.33	0.9	-0.4	0.83	-0.3
CE13	84	0.2	0.26	0.87	-1	0.79	-1
CE15	84	-0.98	0.24	0.82	-2.1	0.77	-1.3
CE11	84	0.91	0.3	0.81	-1.1	0.6	-1.4
CE12	84	3.63	0.79	0.69	-0.3	0.23	-0.6

Note: The outfit scores highlighted related to the items discussed in the analysis of the scores.

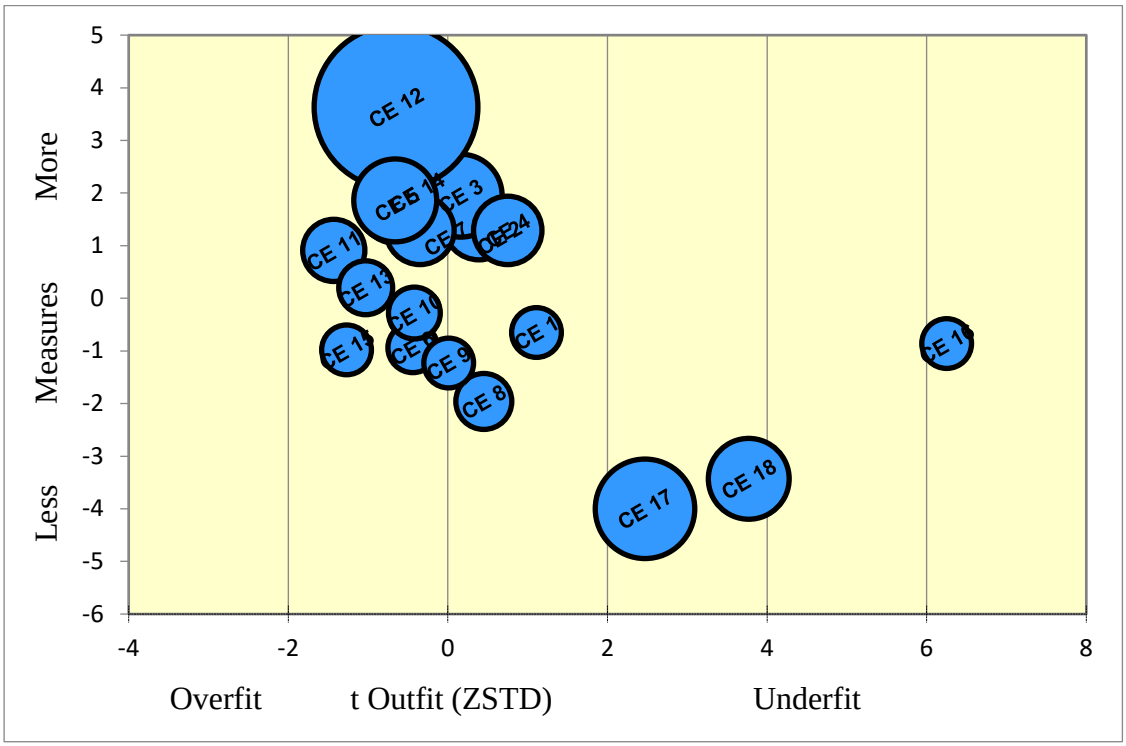


Figure G1. Item-fit of *Factors Considered to Influence Career Choices to Enrol in Initial Teacher Education Courses*.

Appendix H

Rasch Scores and Analysis for Construct Validity of *Perceived Importance of Factors Considered to Influence Career Choices to Enrol in Initial Teacher Education Courses*

The Item-fit scores for *Perceived Importance of Factors That Influence Career Choices to Enrol in ITE Courses* indicated that there were four items outside of the preferred scores as indicated in Table H1Table H1. The items were: *I had a Strong Desire to be a Teacher* (Item IE1), *I was Dissatisfied with my Previous Career* (Item IE8), *I was unable to Study my Other Degree* (Item IE17), and *I was Unemployed* (Item IE18). The scores for these items are above the guideline values and therefore an underfit denoting that they have more variance than expected and are not sufficiently predictable.

The distractor frequencies for *I had a strong desire to be a teacher* (Missing = 2%; *Not Applicable* = 14%; *Not Important* = 19%; *Somewhat Important* = 15%; *Important* = 28%; and *Very Important* = 24%) indicate that the spread was more even than expected. Item IE1 is represented to the far right of the bubble chart in Figure H1. From the preliminary review of the literature (e.g., Andrews & Hatch, 2002), the high percentage of *Not Applicable* and *Not Important* responses was unexpected; however, it is supported by the interview data as discussed in Section 5.1on career pathways into ITE courses. In comparison, the other three items of concern had more than 50% of the responses marked as *Not Applicable* and up to 14% of missing data.

The high percentage of *Not Applicable* responses indicates that the importance of these items only mattered to a few participants experiencing these life circumstances. These items, exemplified as the larger bubbles in Figure H1**Error! Reference source not found.**, are discussed further in Chapter 11. The scores of these four items were considered sufficiently valid and valuable to remain in the instrument.

Table H1

Item-fit scores for Perceived Importance of Factors that Influence Career Choices to Enrol in Initial Teacher Education Courses

				Infit		Outfit	
Item	*n*	Measure	Model's S.E.	MNSQ	ZSTD	MNSQ	ZSTD
IE17	76	1.92	0.18	1.70	2.6	1.73	2.5
IE18	76	1.87	0.17	1.69	2.6	1.72	2.5
IE8	81	0.91	0.12	1.73	4.0	1.71	3.6
IE9	81	0.46	0.11	0.68	-2.6	0.68	-2.5
IE16	84	0.35	0.10	1.20	1.5	1.24	1.7
IE6	82	0.34	0.10	0.88	-0.9	0.94	-0.4
IE10	83	0.33	0.10	0.69	-2.6	0.68	-2.6
IE15	81	0.18	0.10	0.96	-0.3	1.48	3.1
IE11	87	0.06	0.10	0.81	-1.6	0.80	-1.6
IE1	86	-0.2	0.10	1.60	3.9	1.67	4.1
IE13	83	-0.27	0.11	1.19	1.4	1.28	1.8
IE7	85	-0.58	0.11	0.77	-1.6	0.76	-1.7
IE5	87	-0.65	0.11	0.89	-0.7	0.84	-1.1
IE2	85	-0.77	0.12	0.90	-0.6	0.95	-0.2
IE14	84	-0.8	0.12	0.86	-0.9	0.85	-0.9
IE3	86	-0.88	0.12	0.67	-2.3	0.72	-1.8
IE4	85	-0.93	0.12	0.88	-0.7	0.89	-0.6
IE12	88	-1.34	0.14	0.73	-1.6	0.68	-1.8

Note: The Outfit and Infit scores highlighted are related to the items discussed in the analysis of the scores

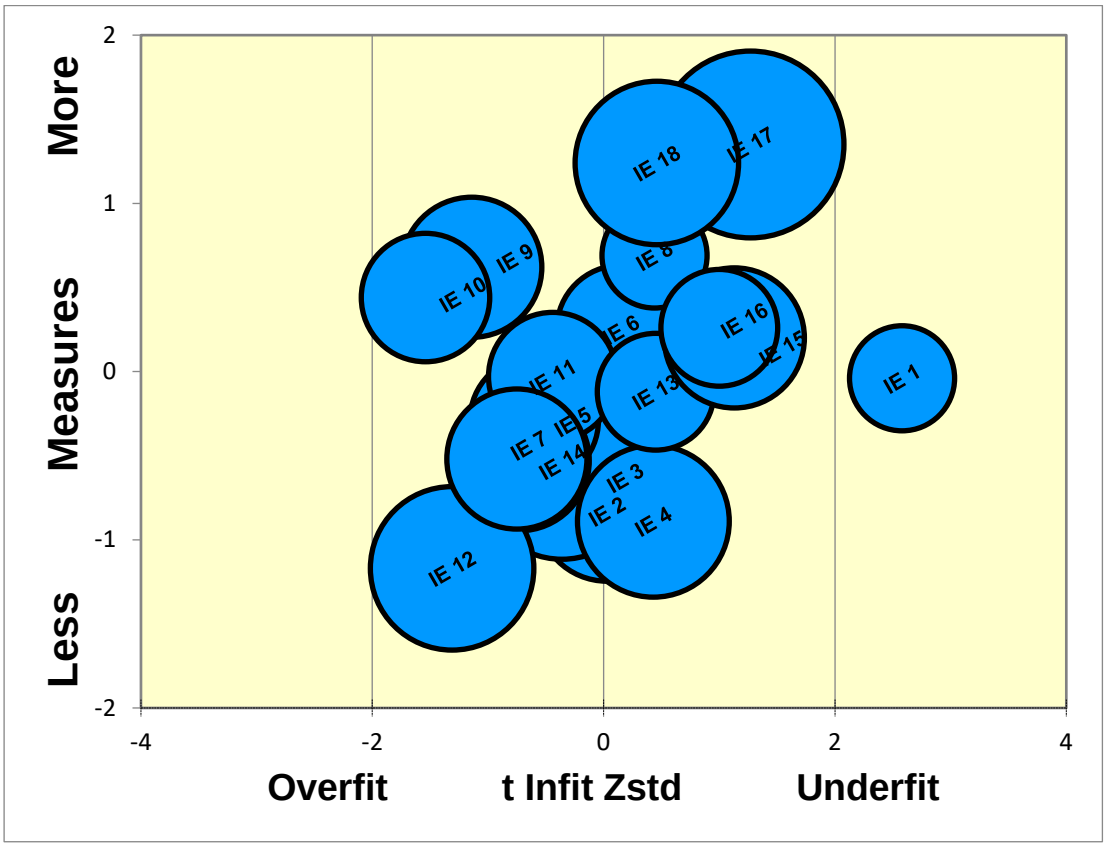


Figure H1. Bubble chart for *Perceived Importance of Factors that Influence Career Choices to Enrol in Initial Teacher Education Courses*.

Appendix I

Rasch Scores and Analysis for Construct Validity of *Factors Considered to Influence Career Choices to Leave Teaching in K-12 Schools*

The Item-fit indicators for *Factors Considered to Influence Career Choices to Leave Teaching in K-12 Schools* are shown in Table I1 and Figure I1. The two items of concern in this concept are *I Gained a Teaching Position in a Non-school Setting* (Item CL5), and *I Decided to Further my Teacher Education Studies* (Item CL7). The scores indicate that these items are underfits in both infit and outfit results, and as such are not sufficiently predictable. The distractor frequencies showed Item CL5 was considered by 20% of the participants and Item CL7 by 23%; however, since these are positive career choices they were kept as part of the concept.

Item CL11 and CL13 were of some concern with MNSQ and ZSTD infit scores below the recommended scores indicating that they were too predictable. Item CL11—*The low motivation of students was an issue for me*—was considered a factor by 34% and Item CL13—*Teaching was not as I Expected*—by 30% of participants. Item CL25—*I did not Find the School Facilities Suitable for the Teaching Positions I had*—was not included in the Item-fit results. Since this item was not considered as a factor by any of the 47 participants it was removed as an item from the concept.

Table I1

Infit indicators for Factors Considered to Influence Career Choices to Leave Teaching in K-12 schools

				Infit		Outfit	
Item	*n*	Measure	Model S.E.	MNSQ	ZSTD	MNSQ	ZSTD
CL5	30	-0.29	0.53	2.09	3	4.28	3.2
CL7	30	-0.02	0.51	1.60	2.1	3.13	2.8
CL18	30	-0.02	0.51	1.18	0.8	1.94	1.6
CL26	30	-0.59	0.57	1.08	0.3	1.57	0.9
CL9	30	0.68	0.46	1.48	2	1.26	0.8
CL4	30	0.23	0.49	0.89	-0.4	1.44	1
CL14	30	-0.59	0.57	1.02	0.2	1.33	0.7
CL1	29	0.14	0.51	1.23	0.9	1.26	0.6
CL8	29	0.14	0.51	1.25	1.0	1.04	0.3
CL21	30	0.23	0.49	1.17	0.8	1.00	0.2
CL6	30	0.46	0.47	1.15	0.7	0.99	0.1
CL23	30	0.23	0.49	1.06	0.3	0.98	0.1
CL27	29	-2.28	1.04	0.97	0.3	0.41	-0.1
CL20	30	0.23	0.49	0.92	-0.3	0.69	-0.6
CL3	30	-0.29	0.53	0.90	-0.3	0.60	-0.5
CL17	30	-0.29	0.53	0.84	-0.5	0.52	-0.7
CL19	30	0.23	0.49	0.82	-0.7	0.57	-0.9
CL12	30	-1.37	0.7	0.74	-0.4	0.34	-0.5
CL16	29	1.33	0.45	0.73	-1.4	0.63	-1
CL15	30	1.88	0.45	0.70	-1.7	0.57	-1.1
CL24	29	0.37	0.49	0.68	-1.4	0.55	-1
CL10	30	0.68	0.46	0.67	-1.7	0.55	-1.3
CL2	29	-1.81	0.84	0.66	-0.4	0.27	-0.3
CL22	30	-0.59	0.57	0.66	-1.1	0.36	-0.9
CL11	29	0.88	0.46	0.58	-2.3	0.53	-1.6
CL13	30	0.46	0.47	0.58	-2.2	0.44	-1.5

Note: The Outfit scores highlighted are related to the items discussed in the analysis of the scores.

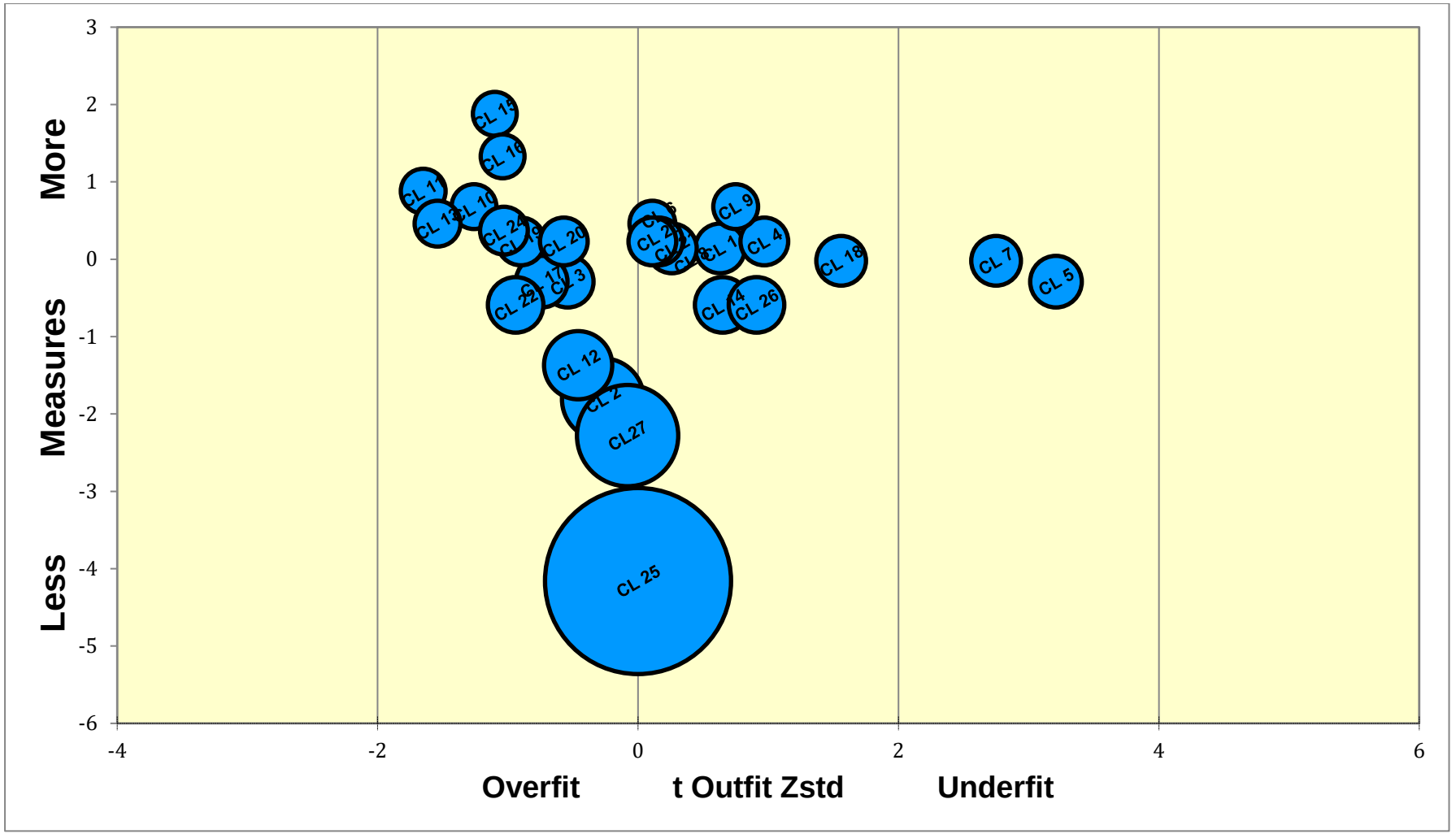


Figure I1. Bubble Chart of Items of *Factors Considered to Influence Career Choices to Leave Teaching in K-12 Schools*

Appendix J

Rasch Scores and Analysis for Construct Validity of *Perceived Importance of Factors Considered to Influence Career Choices to Leave Teaching in K-12 Schools*

The Item-fit indicators for the *Perceived Importance of Factors that Influenced Career Choices to Leave Teaching in K-12 Schools,* as shown in Table J1and Figure J1, highlight 10 items that required further consideration. There were six items that were an underfit and four items that were an overfit. The distractor frequencies for these items are listed in Table J2

Table J2 and show that there were a large number of *Not Applicable* responses, which would have interfered with the results. Since the participant sample was adjusted after the survey was activated to include all past teacher education graduates, which included retired teachers, many of the factors listed for leaving teaching in K-12 school may not have related to their experiences. These 10 statements were removed improving the construct validity to a limited extent. The construct therefore was considered too weak to measure the concept of *Perceived Importance of Factors that Influence Career Choices to Leave Teaching in K-12 Schools*. Although disappointing, this not entirely unexpected considering the limited research previously conducted on teachers who have left the profession.

Table J1

Item level infit and outfit scores for Perceived Importance of Factors that Influence Career Choices to Leave Teaching in K-12 Schools

				Infit		Outfit		
Item	n	Measure	Model S.E.	MNSQ	ZSTD	MNSQ	ZSTD	Fit[a]
IL1	25	-0.10	0.19	1.32	1.2	1.35	1.1	
IL2	25	0.49	0.23	0.71	-0.9	0.57	-1.1	
IL3	24	-0.03	0.20	1.21	0.8	1.10	0.4	
IL4	26	0.13	0.20	0.46	-2.4	0.53	-1.6	O
IL5	23	0.08	0.21	1.99	2.8	2.80	3.6	U
IL6	24	-0.01	0.20	1.77	2.4	1.95	2.3	U
IL7	23	0.23	0.22	1.70	2.0	6.89	7.2	U
IL8	24	0.20	0.21	1.06	0.3	1.70	1.7	
IL9	23	-0.45	0.19	2.09	3.4	2.30	3.3	U
IL10	25	-0.42	0.19	0.76	-1.0	0.73	-0.9	
IL11	26	-0.34	0.18	0.83	-0.6	0.81	-0.6	
IL12	25	0.35	0.22	0.41	-2.4	0.37	-2.1	O
IL13	25	-0.21	0.19	0.73	-1.1	0.71	-0.9	
IL14	25	0.05	0.20	1.42	1.5	2.33	3.0	U
IL15	26	-0.51	0.18	0.79	-0.8	0.72	-1.0	
IL16	24	-0.26	0.19	0.62	-1.6	0.61	-1.3	
IL17	26	0.09	0.20	0.48	-2.3	0.44	-2.1	O
IL18	26	0.09	0.20	1.33	1.2	1.22	0.7	
IL19	25	-0.25	0.19	0.66	-1.4	0.64	-1.3	
IL20	25	-0.03	0.19	0.49	-2.3	0.49	-1.8	O
IL21	24	-0.29	0.19	0.89	-0.4	0.85	-0.4	
IL22	25	0.17	0.20	1.01	0.1	0.84	-0.3	
IL23	26	-0.20	0.19	0.83	-0.6	0.87	-0.4	
IL24	24	-0.10	0.20	0.62	-1.6	0.69	-1.0	
IL25	21	0.46	0.25	0.71	-0.8	0.53	-1.1	
IL26	25	0.26	0.21	1.48	1.5	5.17	6.2	U
IL27	23	0.64	0.25	0.60	-1.1	0.55	-1.0	

[a] O represents overfit and U represents underfit

Note: The Outfit scores highlighted are related to the items discussed in the analysis of the scores

Table J2

The distractor frequencies for the Perceived Importance of Factors that Influence Career Choices to Leave Teaching in K-12 Schools

Item	Item statement	Missing	NA	NI	SI	I	VI
Underfit	Too little variance	% of all					
IL5	I gained a teaching position in a non-school setting	12	52	13	9	9	17
IL6	I gained employment in a non-teaching profession	8	42	17	13	17	13
IL7	I decided to further my teacher educational studies	12	52	13	13	13	9
IL9	I had family/personal reasons	12	30	22	9	13	26
IL14	Teaching was not as family friendly as I expected	4	32	32	16	4	16
IL26	I was not able to gain a suitable teaching position	4	44	24	8	8	16
Overfit	Too much variance						
IL4	I felt the general public had/have a bad perception of teachers	0	23	35	27	12	4
IL12	I wanted a job with a higher salary	4	36	36	12	12	4
IL17	I could see that opportunities for career advancement were limited	0	27	35	15	15	8
IL20	The lack of parental/community support was an issue for me	4	24	28	32	8	8

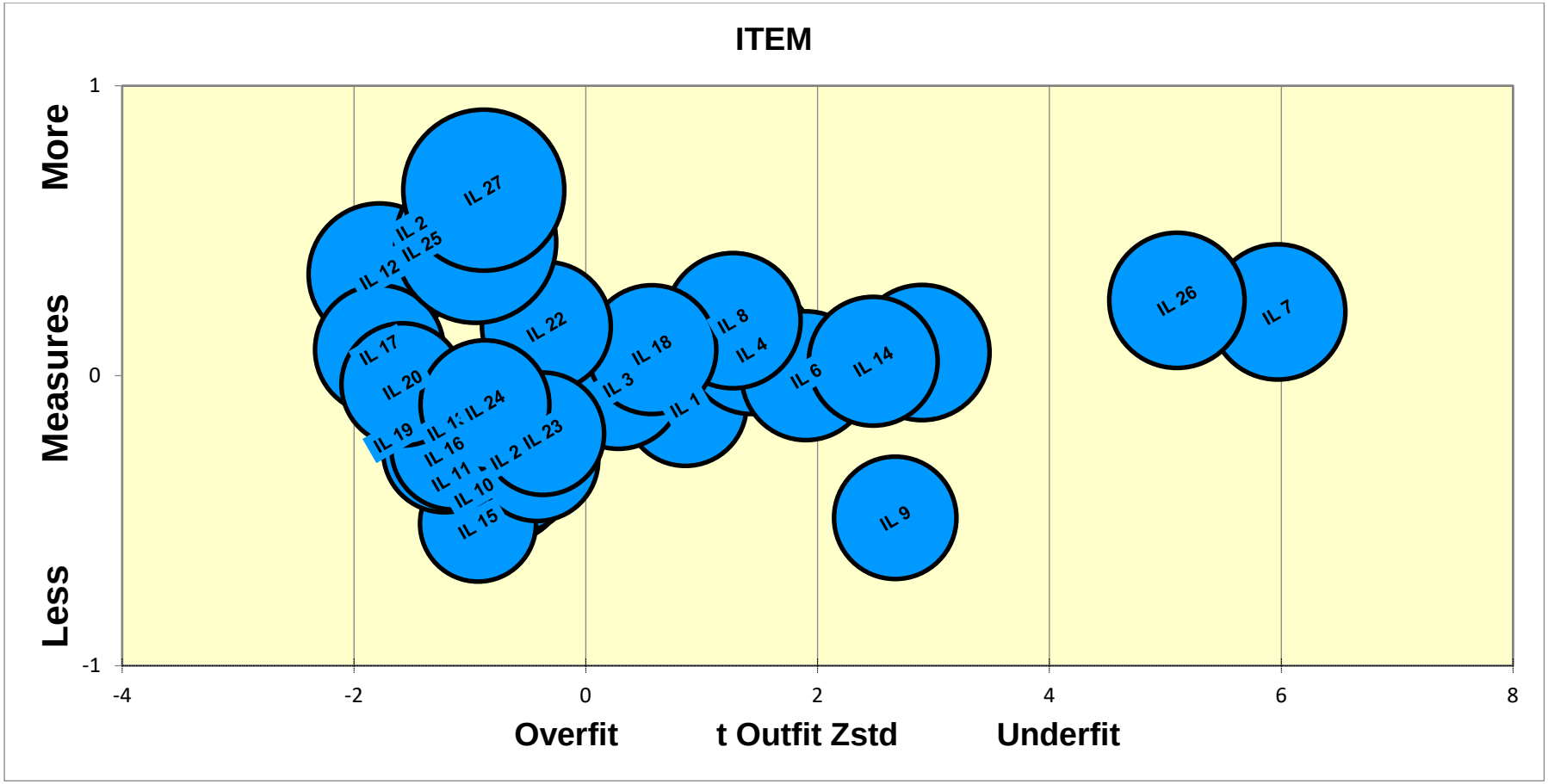


Figure J1. A bubble chart of items from *Perceived Importance of Factors that Influence Career Choices to Leave Teaching in K-12 Schools*.

Appendix K

Rasch Scores and Analysis for Construct Validity of *Factors Considered to Influence Career Choices to Remain Teaching in K-12 Schools.*

The Item-fit values for *Factors Considered to Influence Career Choices to Remain Teaching in K-12 Schools* are listed in Table K1. Items CR2-5 represent factors that were considered to influence career choices by all 49 participants who responded and therefore were not reported in the Item-fit values. These Items are listed in Table K2 and are exemplified as large overlapping circles in the Bubble chart presented in Figure K1, indicating that they were too predictable. Items CR11, CR9, and CR14 were outside the normal MNSQ outfit scores but within the recommended ZSTD range and infit scores and were therefore accepted.

Table K1

Item-fit of Factors Considered to Influence Career Choice to Remain Teaching in K-12 Schools

			Model	Infit		Outfit	
Item	*n*	Measure	S.E.	MNSQ	ZSTD	MNSQ	ZSTD
CR11	49	1.9	0.77	1.27	0.6	2.03	1
CR8	49	0.48	0.49	1.14	0.6	0.7	-0.3
CR7	48	-0.78	0.38	1.11	0.6	0.92	-0.1
CR10	49	-2.34	0.36	1.11	0.7	1.00	0.1
CR6	49	-3.44	0.4	1.07	0.4	1.04	0.2
CR12	49	1.9	0.77	1.03	0.3	0.36	-0.2
CR15	49	-0.47	0.4	1.02	0.2	0.84	-0.3
CR13	49	-1.06	0.37	0.99	0	0.99	0
CR1	49	1.41	0.64	0.87	-0.1	0.64	0
CR9	49	-0.31	0.41	0.77	-1.1	0.51	-1.3
CR14	49	2.69	1.04	0.64	-0.2	0.09	-0.7

Note: The Outfit scores highlighted are related to the items discussed in the analysis of the scores

Table K2

Factors Considered to Influence Career Choices to Remain Teaching in K-12 Schools not included in Item-fit report

Item	*n*	Statement
CR2	49	I have a desire to help children
CR3	49	I think I am a good teacher
CR4	49	I enjoy working with children
CR5	49	I like sharing my knowledge with others

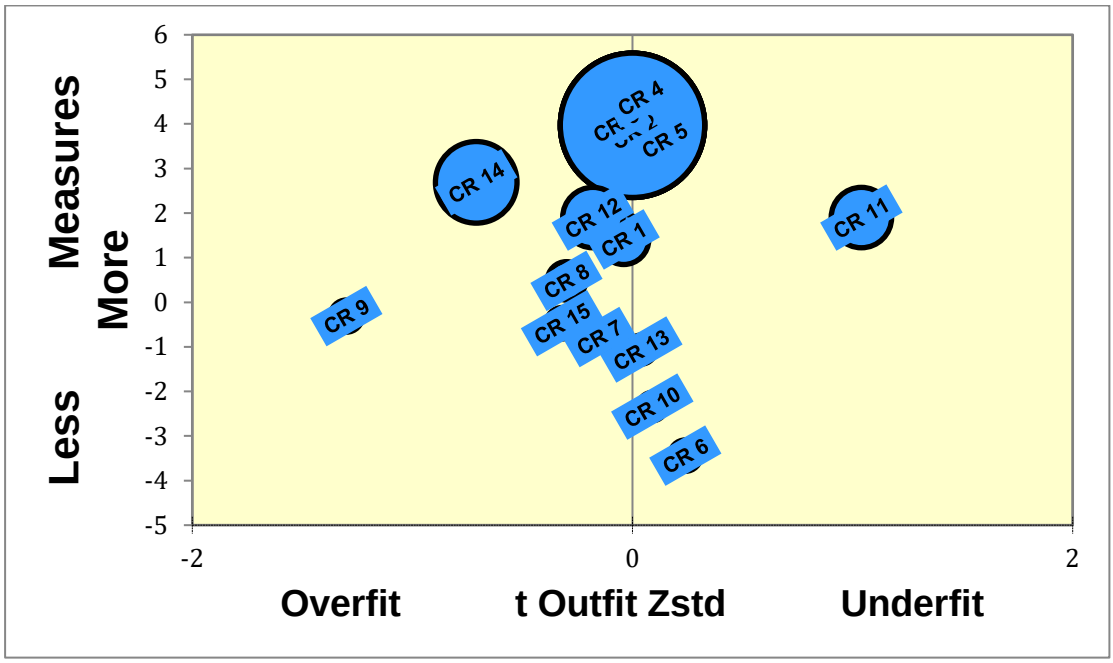


Figure K1. Bubble chart for *Factors Considered to Influence Career Choice to Remain Teaching in K-12 Schools.*

Appendix L

Rasch Scores and Analysis for Construct Validity of P*erceived Importance of Factors Considered to Influence Career Choices to Remain Teaching in K-12 Schools*

The Item-fit values for the *Perceived Importance of Factors that Influence Career Choices to Remain Teaching in K-12 Schools* are displayed in Table L1. There is one item—*I Find Teaching a Family Friendly Career* (Item IR13)—that registers above the guideline figures in the outfit values. This item has more variance than expected and is placed further to the right than the other items as indicated in the bubble chart presented in Figure L1. The distractor frequencies show that this item, in comparison to the others, has a considerable number of responses in each category and no one category is proportionately high over all (*Not Applicable* =10%; *Not Important* = 8%, *Somewhat Important* = 14%, *Important* = 43%, and *Very Important* =24%). It is understandable that a certain percentage of participants, especially those without children, would not necessarily require their employment to fit in with other family commitments and, therefore, the values for this item are considered acceptable.

Table L1

Item Level Infit and Outfit Scores for Perceived Importance of Factors that Influence Career Choices to Remain Teaching in K-12 Schools

				INFIT		OUTFIT	
Item	*n*	Measure	Model S.E.	MNSQ	ZSTD	MNSQ	ZSTD
IR1	49	-0.29	0.19	0.95	-0.2	1.03	0.2
IR2	49	-0.53	0.26	0.82	-1.0	0.74	-1.0
IR3	49	0.05	0.24	0.84	-0.9	0.86	-0.6
IR4	49	-0.56	0.26	0.78	-1.2	0.69	-1.2
IR5	48	-0.31	0.25	1.00	0.1	0.94	-0.2
IR6	47	1.95	0.21	1.25	1.1	1.27	1.2
IR7	49	-0.07	0.17	0.91	-0.4	0.86	-0.6
IR8	49	-0.36	0.19	0.98	0.0	0.89	-0.3
IR9	49	0.24	0.17	1.11	0.6	1.07	0.4
IR10	47	0.25	0.16	1.16	0.8	1.15	0.7
IR11	49	0.29	0.18	1.35	1.8	1.37	1.5
IR12	49	-0.51	0.25	0.78	-1.1	0.63	-1.1
IR13	49	0.34	0.15	1.39	1.8	1.59	2.2
IR14	49	-0.4	0.22	0.79	-1.1	1.05	0.3
IR15	48	-0.09	0.18	1.09	0.5	1.07	0.4

Note: The Outfit scores highlighted are related to the items discussed in the analysis of the scores

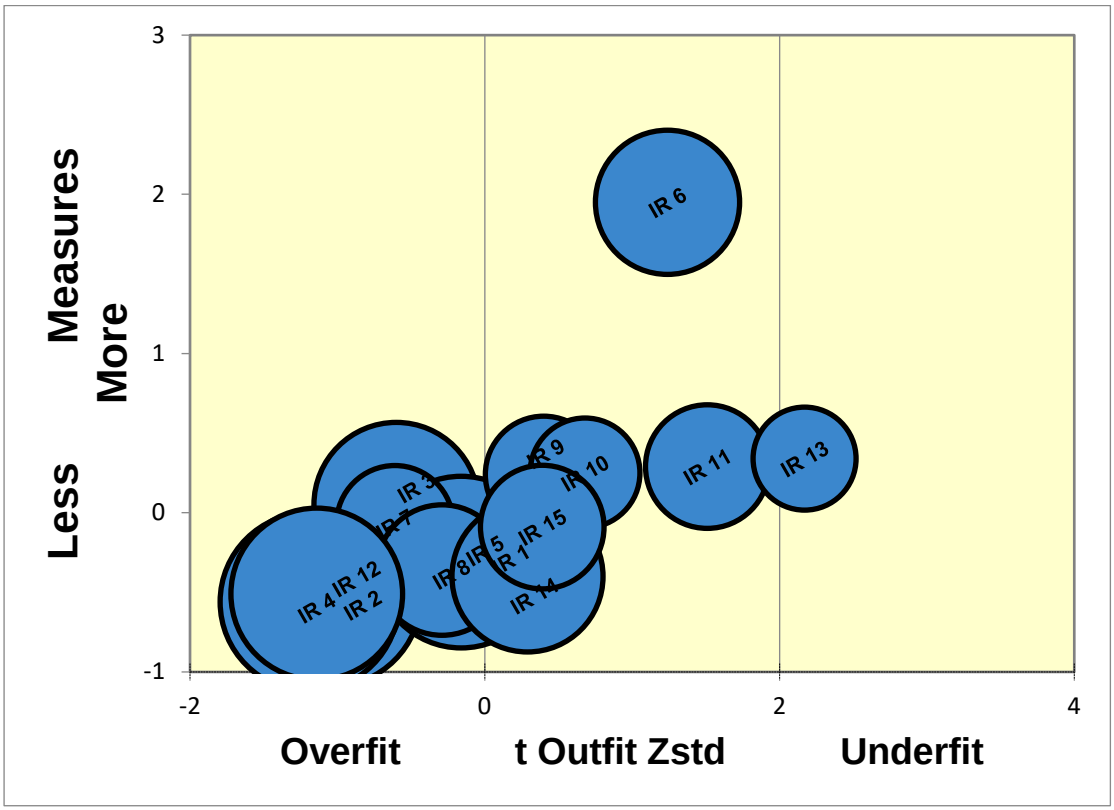


Figure L1. Bubble chart for *Perceived Importance of Factors that Influence Career Choices to Remain Teaching in K-12 Schools.*

Appendix M

Excerpts of Interview Transcription

I: Thank you Alex for participating in this interview. I have a consent form from you so that is fine. Do you mind if I record this session for transcribing?

P: That is fine.

I: First of all, I would like to go back to Year 10 and what were your career plans back then?

P: I didn't really have any back then, Year 10; no. I didn't know what I wanted to do. I knew that I was more suited to something academic rather than manual labour. I knew that college was where I needed to be. Better education I suppose and so I went to Launceston College for Grades 11 and 12.

I: Are you from Launceston?

P: Yes I am from Launceston and so that is where I went for Year 11 and 12 and still didn't really know what I wanted to do even through college so I did a range of subjects through college. I didn't concentrate on anything specifically. More maths and physics stuff because that was what I was interested in but I did a whole range as well. So just really didn't really know what I wanted to do especially in Grade 11 but by Grade 12 you sort of gotta start and making up your mind.

I: So what was it that actually tributed to making up your mind?

P: I sort of, like, the jobs that I had at that age person was coaching sports teams and helping out. My dad was coaching the local junior cricket team and being

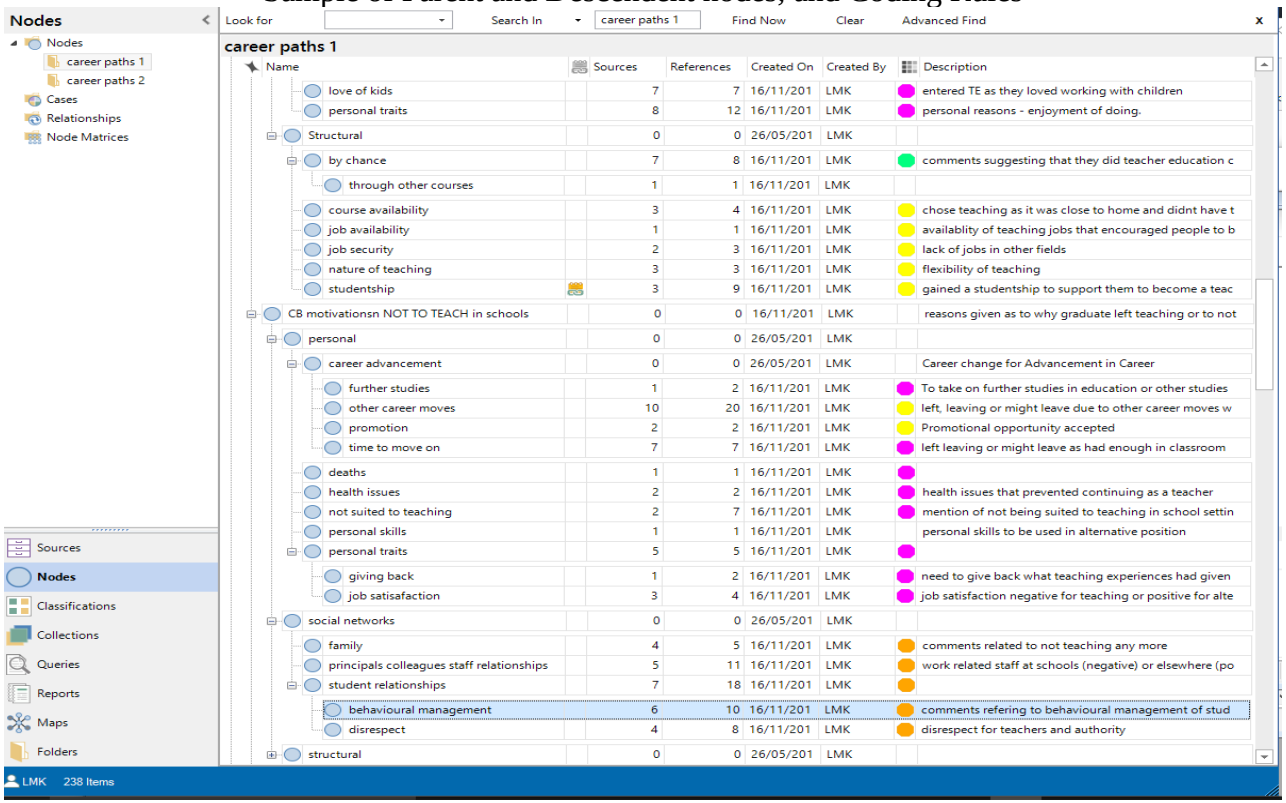
involved in sports and I always liked that and being the oldest of a fair few cousins I'd always enjoyed working and helping the younger ones and got along with them really well so I thought that something like teaching would suit. Not that I necessarily wanted to be a teacher. I just thought it would suit who I am and possibly my personality. I was also encouraged by a couple of aunties that thought I would be quite good although one of them wanted me to be high school maths and one wanted me to be primary school teacher. I said that I would never teach high schoolers because, not at that stage because I just came out of high school and I knew what they were like. They were so bad. I didn't want to teach them. I think if you have just come out of uni, like when I finished uni I was 21. If you are 21 teaching high school, yeah, 15-16 year olds it would be, like it might be physically intimidated possibly so I didn't want to go down that path so I did primary. Bach of education focusing on primary area. So upper primary was what I wanted to do I thought. That is where I have done most my teaching up until now.

I: So how many of your family were teachers?

P: Two aunties. That's it. The rest are spread around, mechanics, and electricians, mostly in hands on skills. My dad as an electrician and then went to electrical engineering so he went into more the theory side of things instead of the practical side. He started out in practical but growing up on a farm and things like that you learn to be relatively practical but not me! [Laugh] I was never interested and always struggled so I knew that something more theoretical would suit me.

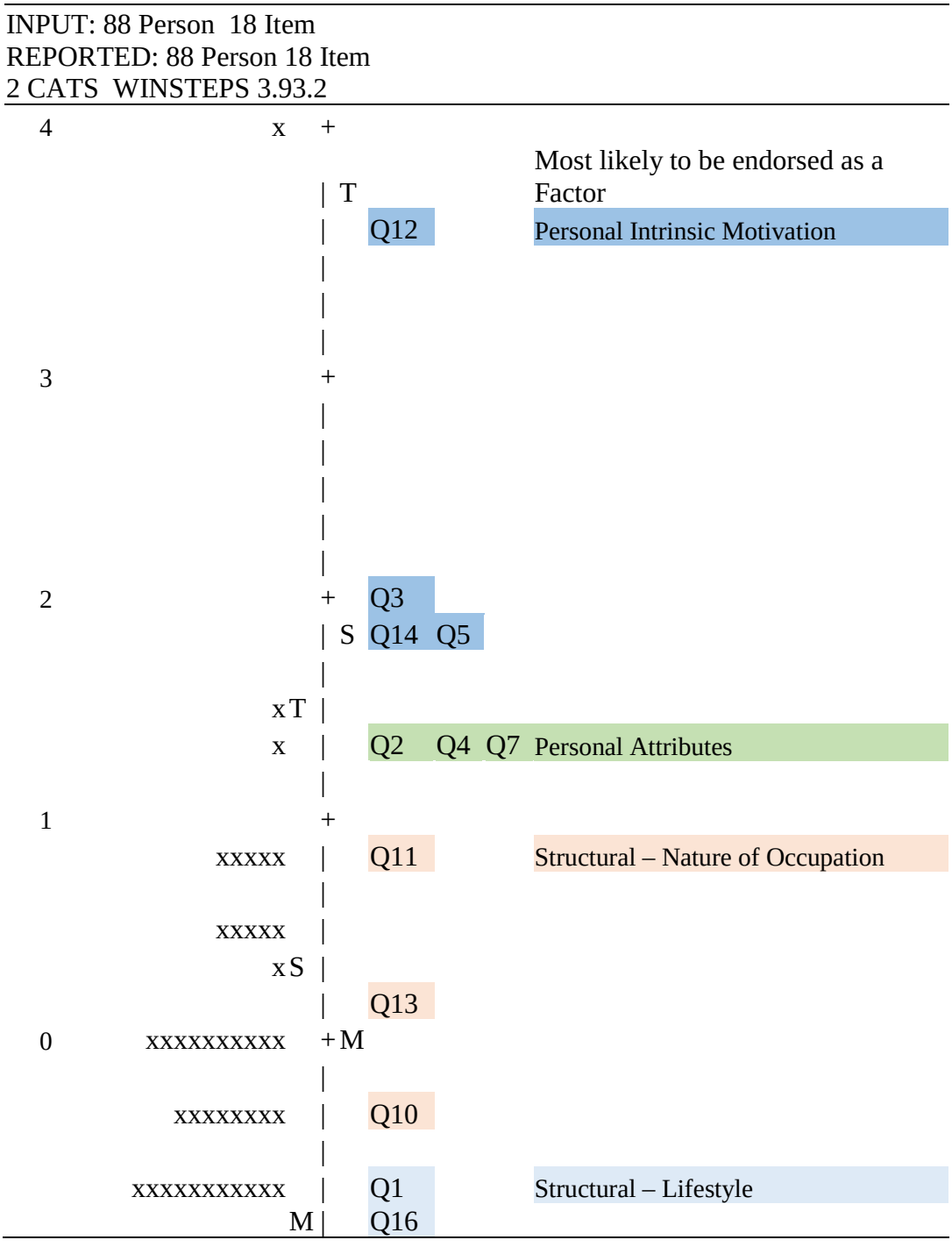
Appendix N

Sample of Parent and Descendent nodes, and Coding Rules



Appendix O

Rasch-Thurstone threshold chart for *Factors Considered to be an Influence on Career Choices to Enrol in Initial Teacher Education Courses*.



-1	xxxxxxxxxxx	+	Q15	Q6	
	xx	|	Q9		
		|			
	xxxxxxxxxxxxx	|			
		|			
	S	| S		
-2	xxxxxxxxx	+	Q8		Structural Life Restrictions
		|			
		|			
	xxxx	|			
		|			
		|			
-3	T	+			
		|			
	xx	|			
		|	Q18		
		|			
		| T			
-4	xx	+	Q17		Least likely to be endorsed at a Factor

Appendix P

Rasch-Thurstone Threshold chart for *Perceived Importance of Factors that Influenced Career Choices to Enrol in Initial Teacher Education Courses.*

INPUT: 88 Person 18 Item
REPORTED: 88 Person 18 Item
2 CATS WINSTEPS 3.93.2

Logit							Least likely to be endorsed as important
		Q9.4					
2	x +						
		Q15.4					
		Q10.4					
		Q17.4				Structural Life Restrictions	
		Q6.4	Q17.3				
		Q18.4					
	T	Q11.4	Q18.3	Q17.2			
	T						
	x	Q16.4		Q18.2			
	x	Q8.4				Q7.4	
1	x +	Q13.4	Q9.3			Q5.4	
	xx	Q1.4	Q8.3		Q18.1	Q10.3	Q3.3
	xxxxxx	Q6.3	Q16.3		Q17.1		
	xxx S	S Q14.4	Q15.3			Q2.4	Q4.4
	xxxxxxxx		Q11.3	Q8.2			
	xxxxx						
	xxxxxxx						
	xxx	Q6.2	Q16.2	Q9.2	Q8.1	Structural Nature of Occupation	
	xxxxxxxx M						
	xxxxxxxxxx	Q12.4	Q1.3			Q13.3	
0	xx + M			Q10.2			
	xxxxxxxxx		Q11.2	Q15.2			

	xxxxxxx	|		Q1.2				
	xxx	|		Q13.2	Q7.3	Q2.3		
	xxxx	S |			Q5.3			
	xx	|			Q14.3			
		|		Q3.2	Q4.3			
	x	|	S					
		|						
	x	T |		Q5.2	Q7.2		Personal – Intrinsic	
-1		+	Q10.1	Q14.2	Q12.3	Q1.1	Q5.1	
		|	Q16.1					
		|	Q9.1	Q13.1				
		|		Q2.2				
		|	T Q14.1					
	x	|		Q12.2			Personal attributes	
		|		Q4.2				
		|						
		|	Q6.1	Q15.1				
		|						
-2	x	+	Q11.1	Q7.1				
		|	Q3.1	Q4.1				
		|						
		|	Q12.1					
						Most likely to be endorsed as		
		|	Q2.1		important		

Appendix Q

Chi-square test results for *Factors Considered to Influence Career Choices to Enrol in Initial Teacher Education courses* considered significantly more by Teachers than Non-Teacher participants of the Teacher Education Graduate Survey

Table Q1

Crosstab Results for the Item "I had a Desire to Help Children"

			Participant Type		
			Teacher	Non-Teacher	Total
Enrol in ITE to Help Children	True	Count	48	26	74
		% within ETFHelpChild	64.9%	35.1%	100.0%
		% within Teaching	96.0%	72.2%	86.0%
		% of Total	55.8%	30.2%	86.0%
	False	Count	2	10	12
		% within ETFHelpChild	16.7%	83.3%	100.0%
		% within Teaching	4.0%	27.8%	14.0%
		% of Total	2.3%	11.6%	14.0%
Total		Count	50	36	86
		% within ETFHelpChild	58.1%	41.9%	100.0%
		% within Teaching	100.0%	100.0%	100.0%
		% of Total	58.1%	41.9%	100.0%

Note: ETF refers to a True/False item about Enrolling in Initial Teacher Education Courses

Table Q2

Chi-square Tests for Item "I had a Desire to Help Children"

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	9.856[a]	1	.002		
Continuity Correction[b]	7.975	1	.005		
Likelihood Ratio	10.173	1	.001		
Fisher's Exact Test				.003	.002
Linear-by-Linear Association	9.741	1	.002		
N of Valid Cases	86				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.02.

b. Computed only for a 2x2 table

Table Q3

Symmetric Measures for Item "I had a Desire to Help Children"

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Nominal by Nominal	Phi	.339			.002
	Cramer's V	.339			.002
Interval by Interval	Pearson's R	.339	.093	3.297	.001[c]
Ordinal by Ordinal	Spearman Correlation	.339	.093	3.297	.001[c]
N of Valid Cases		86			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

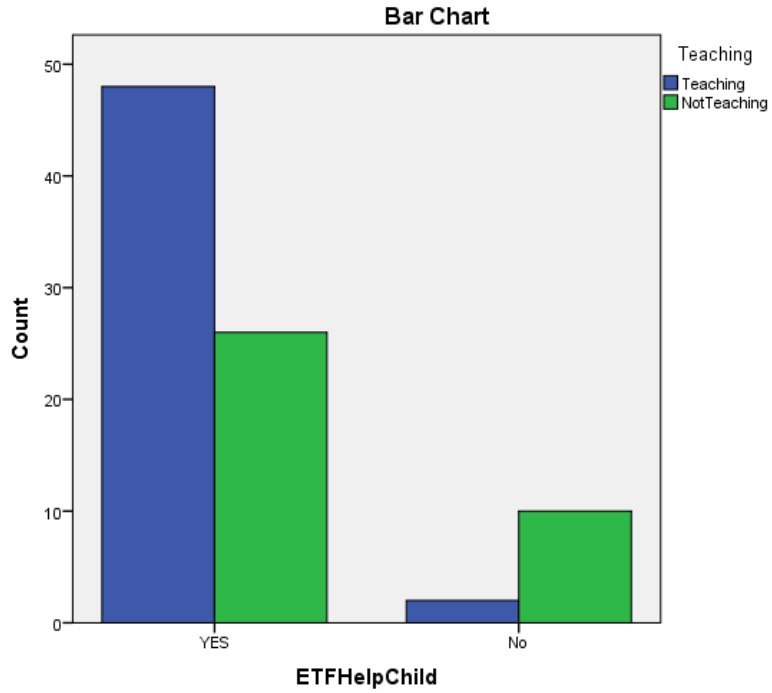


Figure Q1. Graph showing differences in participation type for the item *I had a Desire to Help Children*.

Table Q4

Crosstab results for the Item "I Enjoyed Working with Children"

			Participant Type		
			Teacher	Non-Teacher	Total
Enrol n ITE to Work with Children	True	Count	50	23	73
		% within ETFWorkChild	68.5%	31.5%	100.0%
		% within Teaching	100.0%	63.9%	84.9%
		% of Total	58.1%	26.7%	84.9%
	False	Count	0	13	13
		% within ETFWorkChild	0.0%	100.0%	100.0%
		% within Teaching	0.0%	36.1%	15.1%
		% of Total	0.0%	15.1%	15.1%
Total		Count	50	36	86
		% within ETFWorkChild	58.1%	41.9%	100.0%
		% within Teaching	100.0%	100.0%	100.0%
		% of Total	58.1%	41.9%	100.0%

Note: ETF refers to a True/False item about Enrolling in Initial Teacher Education Courses

Table Q5

Chi-Square Tests for the Item "I Enjoyed Working with Children"

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	21.271[a]	1	.000		
Continuity Correction[b]	18.550	1	.000		
Likelihood Ratio	25.960	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	21.024	1	.000		
N of Valid Cases	86				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.44.

b. Computed only for a 2x2 table

Table Q6

Symmetric Measures for the Item "I Enjoyed Working with Children"

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Nominal by Nominal	Phi	.497			.000
	Cramer's V	.497			.000
Interval by Interval	Pearson's R	.497	.067	5.254	.000[c]
Ordinal by Ordinal	Spearman Correlation	.497	.067	5.254	.000[c]
N of Valid Cases		86			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

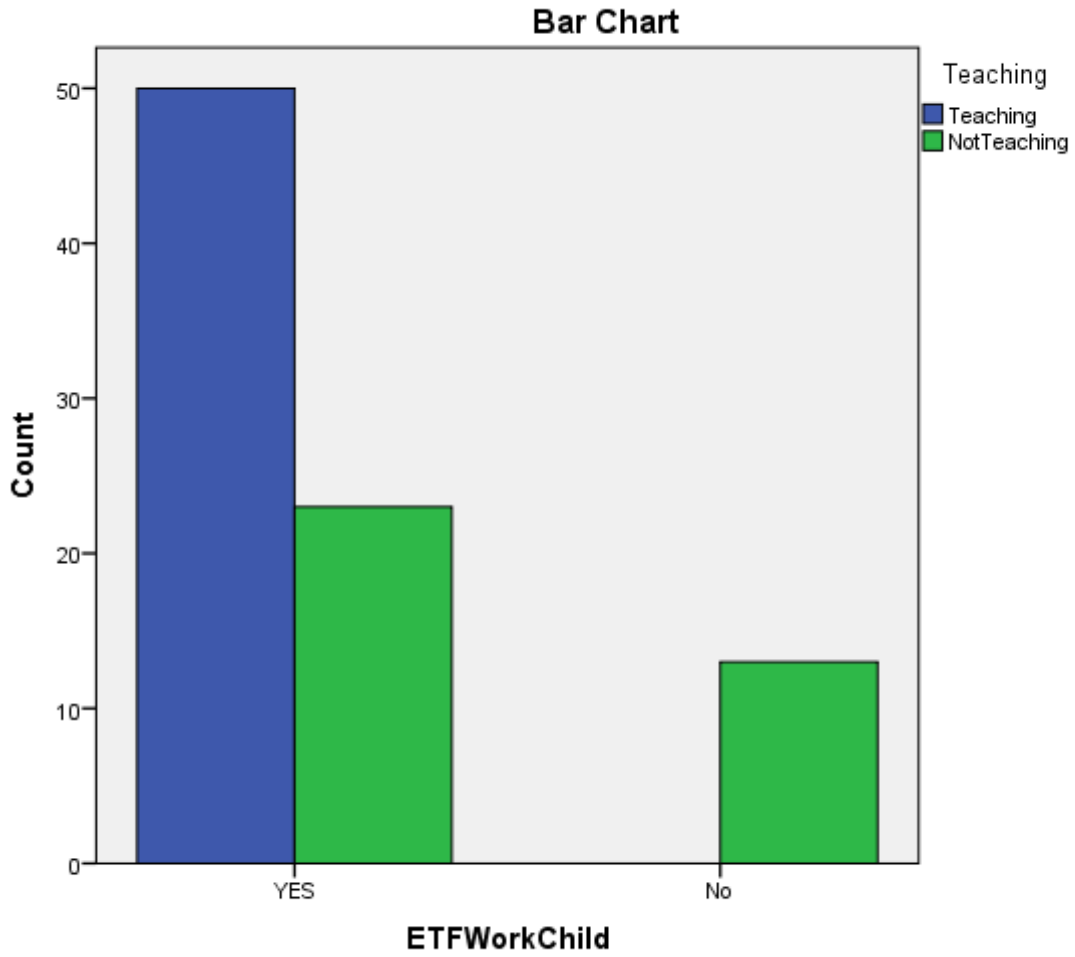


Figure Q2. Graph showing difference between Teachers and Non-Teachers for the item *I Enjoyed Working with Children.*

Appendix R

Chi-square test results for *Factors Considered to Influence Career Choices to Enrol in Initial Teacher Education courses* considered significantly more by Non-Teachers than Teacher participants of the Teacher Education Graduate Survey

Table R1

Crosstab Results for the Item "I Wanted to Attend a Course at this University Campus"

			Teaching		
			Teacher	Non-Teacher	Total
I wanted to Attend a Course at this University Campus	True	Count	17	24	41
		% within ETFUniCampus	41.5%	58.5%	100.0%
		% within Teaching	35.4%	68.6%	49.4%
		% of Total	20.5%	28.9%	49.4%
	False	Count	31	11	42
		% within ETFUniCampus	73.8%	26.2%	100.0%
		% within Teaching	64.6%	31.4%	50.6%
		% of Total	37.3%	13.3%	50.6%
Total		Count	48	35	83
		% within ETFUniCampus	57.8%	42.2%	100.0%
		% within Teaching	100.0%	100.0%	100.0%
		% of Total	57.8%	42.2%	100.0%

Note: ETF refers to a True/False item about Enrolling in Initial Teacher Education Courses

Table R2

Chi-Square Tests for the Item "I Wanted to Attend a Course at this University Campus"

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.901[a]	1	.003		
Continuity Correction[b]	7.624	1	.006		
Likelihood Ratio	9.077	1	.003		
Fisher's Exact Test				.004	.003
Linear-by-Linear Association	8.794	1	.003		
N of Valid Cases	83				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.29.

b. Computed only for a 2x2 table

Table R3

Symmetric Measures for the Item "I Wanted to Attend a Course at this University Campus"

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Nominal by Nominal	Phi	-.327			.003
	Cramer's V	.327			.003
Interval by Interval	Pearson's R	-.327	.103	-3.119	.003[c]
Ordinal by Ordinal	Spearman Correlation	-.327	.103	-3.119	.003[c]
N of Valid Cases		83			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Appendix S

Chi-Square test outputs for *Perceived Importance of Factors that Influenced Career Choices to Enrol in Initial Teacher Education Courses* considered significantly more important by Teachers than Non-Teacher participants of the Teacher Education Graduate Survey

Table S1

Crosstab output for the Perceived importance of the Item "I enjoyed working with children"

			Teacher		
			Non-Teacher	Teacher	Total
EI – I Enjoyed Working with Children	Very Important	Count	23	7	30
		% within EI WorkChild	76.7%	23.3%	100.0%
		% within Teaching	45.1%	20.0%	34.9%
		% of Total	26.7%	8.1%	34.9%
	Important	Count	20	13	33
		% within EI WorkChild	60.6%	39.4%	100.0%
		% within Teaching	39.2%	37.1%	38.4%
		% of Total	23.3%	15.1%	38.4%
	Somewhat Important	Count	7	11	18
		% within EI WorkChild	38.9%	61.1%	100.0%
		% within Teaching	13.7%	31.4%	20.9%
		% of Total	8.1%	12.8%	20.9%
	Not Important	Count	0	2	2
		% within EI WorkChild	0.0%	100.0%	100.0%
		% within Teaching	0.0%	5.7%	2.3%
		% of Total	0.0%	2.3%	2.3%
		Count	1	2	3

	Not Applicable	% within EI WorkChild	33.3%	66.7%	100.0 %
		% within Teaching	2.0%	5.7%	3.5%
		% of Total	1.2%	2.3%	3.5%
Total		Count	51	35	86
		% within EIWorkChild	59.3%	40.7%	100.0 %
		% within Teaching	100.0%	100.0%	100.0 %
		% of Total	59.3%	40.7%	100.0 %

Note: EIWorkChild is the code used for the Likert item requesting the importance of the factor *I Enjoyed Working with Children* when enrolling in Initial Teacher Education Courses

Table S2

Chi-square Tests Output for the Perceived Importance of the Item "I Enjoyed Working with Children"

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.632[a]	4	.031
Likelihood Ratio	11.503	4	.021
Linear-by-Linear Association	9.118	1	.003
N of Valid Cases	86		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .81.

Table S3

Symmetric Measures *for the Perceived Importance of the Item "I Enjoyed Working with Children"*

		Value	Approx. Sig.
Nominal by Nominal	Phi	.352	.031
	Cramer's V	.352	.031
N of Valid Cases		86	

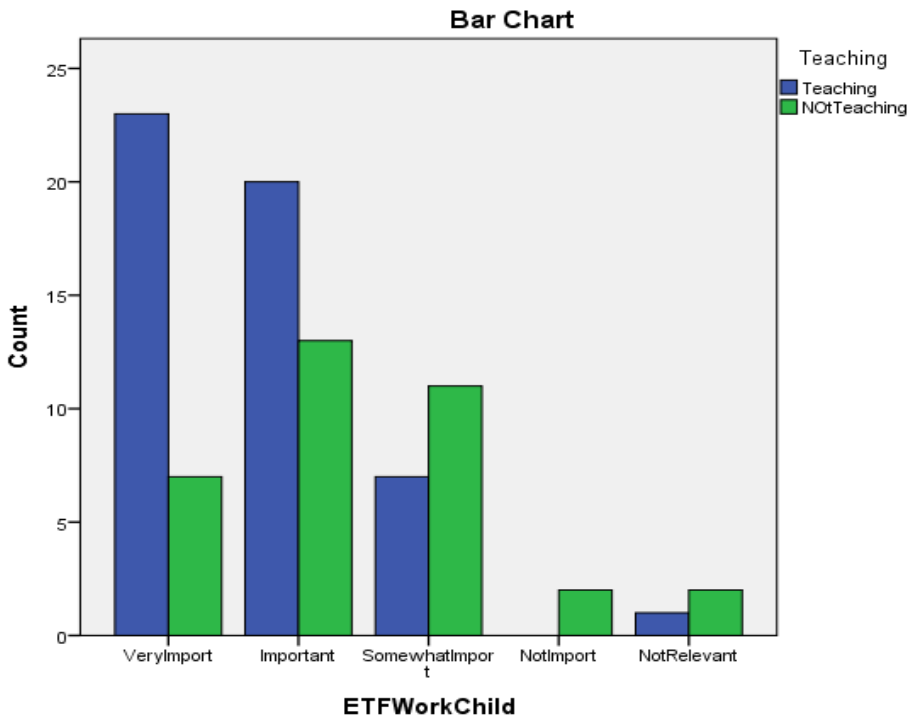


Figure S1. Graph showing the difference in participant type for the perceived importance of the Item *I enjoyed working with children.*

Table S4

Crosstab outcomes for the Perceived Importance of the Item "I had a Long Desire to Help Children"

			Teaching	Non-Teacher	Total
EI – I had a Long Desire to Help Children	Very Important	Count	20	8	28
		% within EIHelpChildren	71.4%	28.6%	100.0%
		% within Teaching	39.2%	22.9%	32.6%
		% of Total	23.3%	9.3%	32.6%
	Important	Count	15	15	30
		% within EIHelpChildren	50.0%	50.0%	100.0%
		% within Teaching	29.4%	42.9%	34.9%
		% of Total	17.4%	17.4%	34.9%
	Somewhat Important	Count	16	3	19
		% within EIHelpChildren	84.2%	15.8%	100.0%
		% within Teaching	31.4%	8.6%	22.1%
		% of Total	18.6%	3.5%	22.1%
	Not Important	Count	0	6	6
		% within EIHelpChildren	0.0%	100.0%	100.0%
		% within Teaching	0.0%	17.1%	7.0%
		% of Total	0.0%	7.0%	7.0%
	Not Applicable	Count	0	3	3
		% within EIHelpChildren	0.0%	100.0%	100.0%
		% within Teaching	0.0%	8.6%	3.5%
		% of Total	0.0%	3.5%	3.5%
Total		Count	51	35	86
		% within EIHelpChildren	59.3%	40.7%	100.0%
		% within Teaching	100.0%	100.0%	100.0%
		% of Total	59.3%	40.7%	100.0%

Note: EIHelpChildren is the code used for the Likert item requesting the importance of the factor *I had a Long Desire to Help Children* when enrolling in Initial Teacher Education Courses

Table S5

Chi-square Tests Outcomes for the Perceived Importance of the Item "I had a Long Desire to Help Children"

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.780[a]	4	.000
Likelihood Ratio	24.561	4	.000
Linear-by-Linear Association	5.254	1	.022
N of Valid Cases	86		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.22.

Table S6

Symmetric Measures for the Perceived Importance of the Item "I had a Long Desire to Help Children"

		Value	Approx. Sig.
Nominal by Nominal	Phi	.492	.000
	Cramer's V	.492	.000
N of Valid Cases		86	

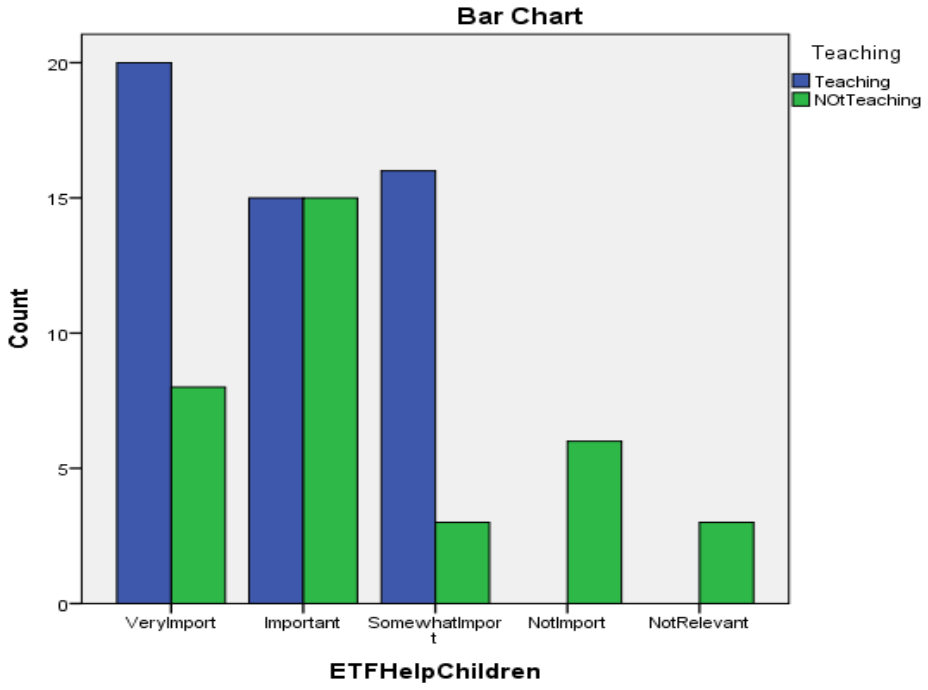


Figure S2. Graph showing the difference between participants for the perceived importance of the Item *I had a Long Desire to Help Children*.

Appendix T

Rasch-Thurstone Threshold chart for *Factors that Influenced Career Choices to Leave Teaching in K-12 Schools*.

INPUT: 30 PERSON 27 ITEM
REPORTED: 30 PERSON 27 ITEM
2 CATS WINSTEPS 3.93.2

Logit										
3			+							
		S	|						
	x		|						
	x		|						
			|						
			|						
	xxxx		|						
			|						
2										
										Most likely to be endorsed as a factor
	xxx		|		Q15				Structural Nature of Occupation
			|	T					
	x		|						
		M	|						
	xxx		|		Q16				
			|						
	x		|						
1	x		+							
			|	S	Q11				
			|						
			|		Q10	Q9			Personal – Intrinsic
			|		Q13	Q6			
	xx		|		Q24				
	xx		|		Q19	Q20	Q21 Q23	Q4	Social Networks
			|		Q1	Q8			
0	xx	S	+	M	Q18	Q7				Personal – Study

	xx	|					
		|		Q17	Q3	Q5	Personal – Career
	x	|					
		|					
		|		Q14	Q22	Q26	Structural – Career
		|					
		|	S				
-1		+					
		|					
		|					
	T	|		Q12			
		|					
		|					
		|	T	Q2			
		|					
-2		+					
		|					
		|		Q27			
		|					
		|					
	x	|					
		|					
		|					Least likely to be endorsed as a factor
		|					Structural – Work Conditions
-3		+			Q25		

Appendix U

Perceived Importance of Factors that Influence Career Choice to Leave Teaching in K-12 Schools

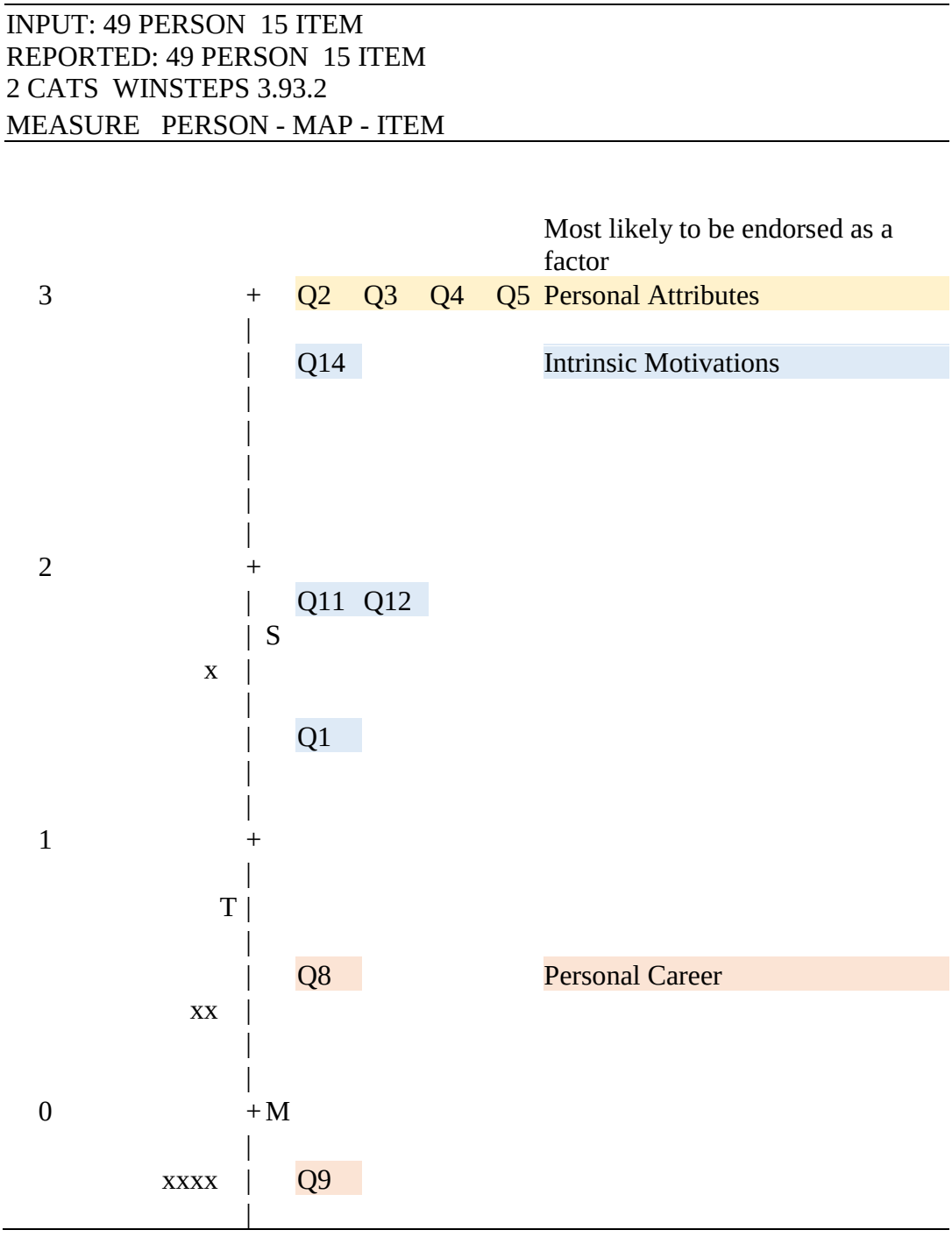
Item	Factor	*N*	Very Important	Important	Somewhat Important	Not Important	Not Applicable
IL15	Teaching was more stressful than I expected	31	19%	13%	23%	13%	32%
IL9	I had family/personal reasons	27	22%	11%	7%	19%	41%
IL10	Behaviour management was an issue for me	30	17%	17%	10%	23%	33%
IL11	The low motivation of students was an issue for me	31	16%	19%	10%	16%	39%
IL21	The attitude of colleague teachers was an issue for me	29	10%	21%	14%	14%	41%
IL16	The workload was more than I expected	29	10%	17%	21%	17%	35%
IL19	Staff morale in the schools was an issue for me	30	10%	17%	21%	17%	35%
IL13	Teaching was not what I expected	30	13%	7%	23%	20%	37%
IL23	Job security was an issue for me	31	13%	16%	13%	19%	39%
IL24	I did not think I would enjoy the teaching positions available	29	10%	10%	21%	21%	38%
IL1	I received inadequate support from senior school staff	30	10%	10%	17%	27%	36%
IL3	I felt I was not suited to teaching	29	14%	7%	14%	20%	45%
IL20	The lack of parental/community support was an issue for me	30	7%	7%	27%	23%	36%
IL6	I gained employment in a non-teaching profession	29	10%	14%	10%	14%	52%
IL14	Teaching was not as family friendly as I expected	30	13%	3%	13%	27%	49%
IL5	I obtained a teaching position in a non-school setting	28	14%	7%	7%	11%	61%
IL18	I decided to study in a different field	31	16%	10%	6%	13%	55%

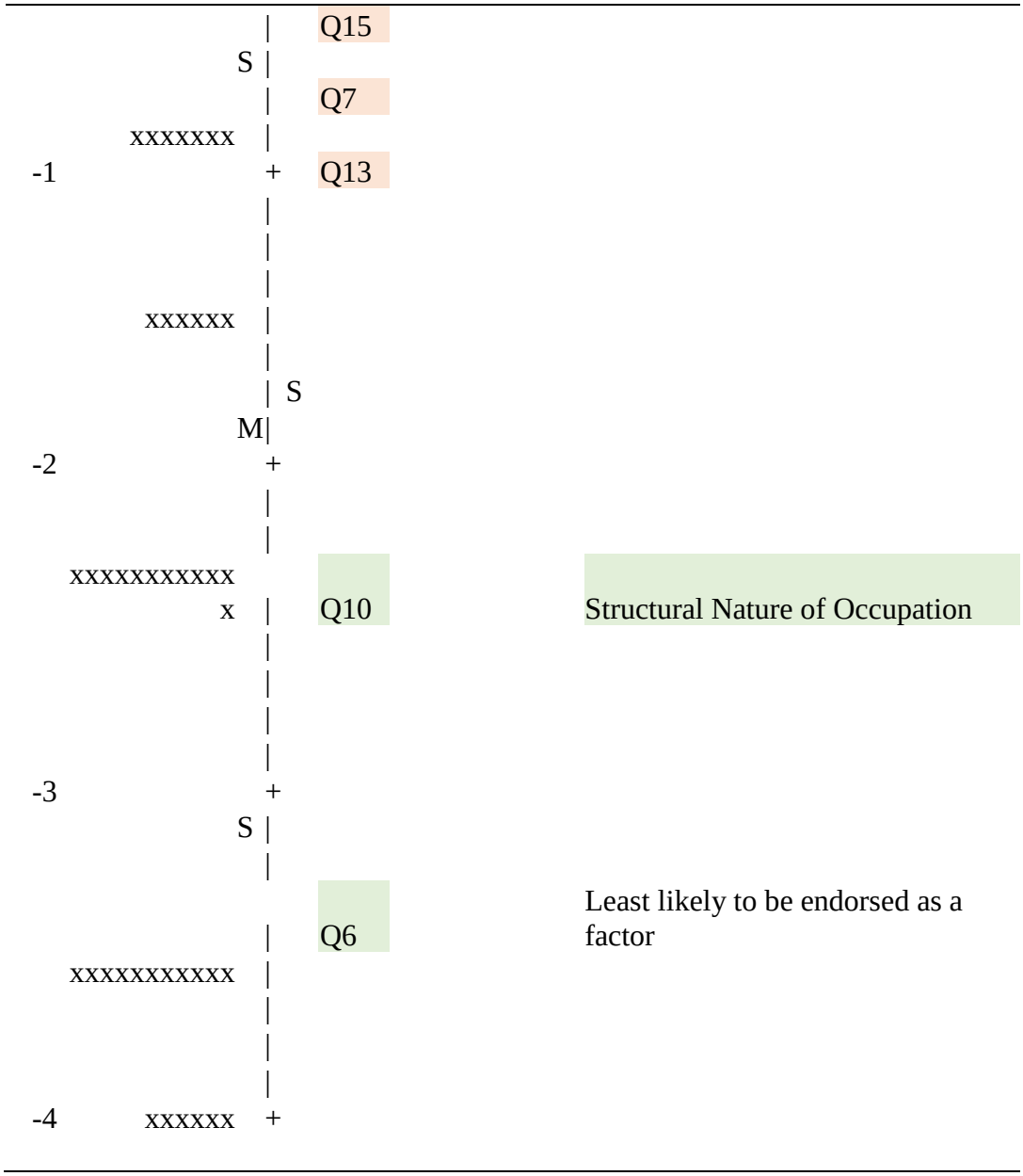
IL17	I could see the opportunities for career advancement were limited	31	6%	13%	13%	29%	39%
IL4	I felt the general public had/have a bad perception of teachers	31	3%	10%	23%	32%	32%
IL22	I found the remote geographical location of schools an issue	30	10%	7%	13%	20%	50%
IL8	I could see availability of teaching positions were limited	29	4%	17%	10%	21%	48%
IL7	I decided to further my teacher educational studies	28	7%	11%	11%	11%	60%
IL26	I was not able to gain a suitable teaching position	30	13%	7%	7%	20%	53%
IL12	I wanted a job with a higher salary	30	3%	10%	10%	30%	47%
IL25	I did not find the school facilities suitable for the teaching position held	26	8%		8%	31%	53%
IL2	I received inadequate opportunities to attend Professional Learning	30	3%	7%	13%	23%	54%
IL27	The school safety was insufficient	28	4%	-	14%	25%	57%

Note: IL= Importance to Leave Teaching
N = Number of responses to each factor

Appendix V

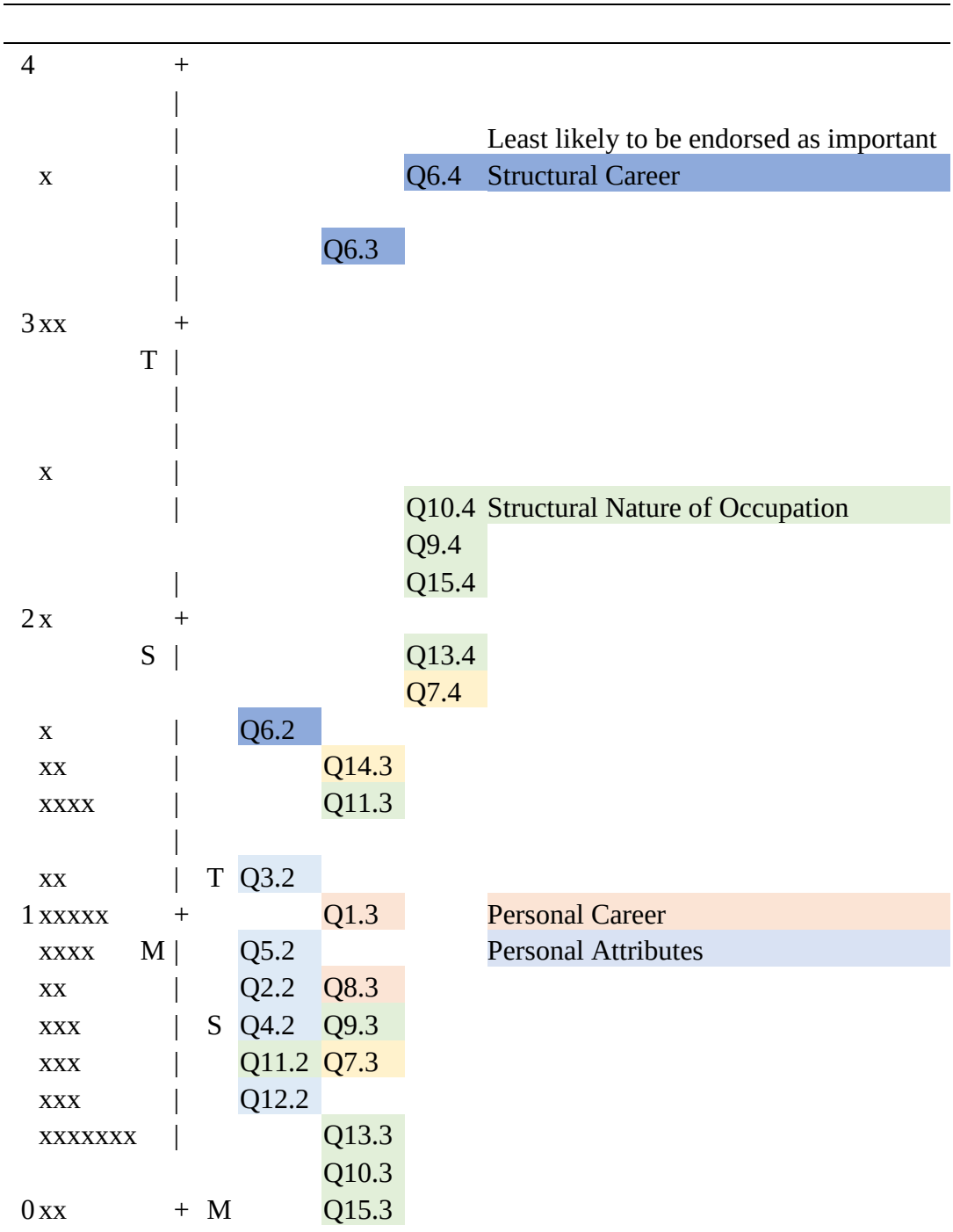
Rasch-Thurstone Threshold map for *Factors that Influenced Career Choices to Remain Teaching in K-12 Schools*.




Q15
S
Q7
xxxxxxx
-1
+
Q13
xxxxxx
S
M
-2
+
xxxxxxxxxxx
x
Q10
Structural Nature of Occupation
-3
+
S
Least likely to be endorsed as a factor
Q6
xxxxxxxxxxx
-4
xxxxxx
+

Appendix W

Rasch-Thurstone Threshold map for *Perceived Importance of Factors that Influenced Career Choices to Remain Teaching in K-12 Schools.*



xx	S	|	Q13.2	
			Q8.2	
		|	Q9.2	
			Q1.2	
x		|	Q10.2	
			Q7.2	Intrinsic Factors
		|	S Q15.2	
			Q14.2	
x		|		